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ABSTRACT

Drawing from on-site assessments of the implementation and effectiveness of 30 selected Extended Opportunity Programs and Services (EOPS) programs operating at California community colleges, this report synthesizes information collected between September 1985 and May 1986 through student and faculty/staff surveys, 1,025 detailed interviews with faculty and staff, and 298 interviews with students. First, an executive summary describes the types of services typically provided by EOPS programs in the areas of management, outreach and recruitment, instructional development and services, counseling, transition, special activities, financial aid coordination, and staff development and training. Chapter 1 describes the Operational Program Review (OPR) process used in the study, identifies the main sources of information about the programs under review, and offers a profile of EOPS students who participated in those programs. Chapter 2 presents an overview of the structured, planned activities conducted by the EOPS programs reviewed during the 1985-86 academic year. Finally, chapter 3 addresses the question of how to improve EOPS in the areas of program administration, image/awareness, coordination with college services, program plan, advisory committees, compliance with "over and above" regulations, facilities, outreach/recruitment, instructional development, counseling, transfer and transition activities, special activities, financial aid, and staff development. Specific recommendations are presented for each college reviewed. Appendices include data on EOPS student demographics, educational goals, and high school graduation status for the 1984-85 and 1985-86 populations, and an abbreviated handbook of OPR procedures. (LAL)

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EOPS OPERATIONAL PROGRAM REVIEW:

1985-86 ANNUAL REPORT

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EOPS Operational Program Review: 1985-86 Annual Report

Report prepared by

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August 1986

Prepared for the Chancellor's Office,
California Community Colleges

Presented to

Ron Dyste
Acting Vice Chancellor
Student Services &
Specially Funded Programs

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EXECUTIVE SUMMARY

This report synthesizes information from the 30 EOPS Operational Program Reviews conducted between September 1985 and May 1986. Collectively, these reviews drew data from questionnaires returned by 467 faculty and staff and 555 students. In addition, there were a total of 1025 detailed interviews with faculty and staff and 298 interviews with students. Student demographic data collected as a part of the reviews are presented in the body of the report.

Among the 30 programs reviewed, there were a number of similarities, although these were certainly not as striking as the differences that existed in the ways in which service components were performed. All programs distributed financial aid, but the amount of the aid, the form in which it was distributed, and the timing of the distributions differed considerably. Every program included some personnel who provided encouragement and advisement to EOPS students and who monitored academic status. Responsibility for recruiting the appropriate target populations was also recognized by every program under review, and each program had a Program Plan which described projected activities in several service component areas. None of the programs simply provided financial aid. The number of services provided by programs and the adequacy of their descriptions in the plans differed widely.

- Management. Program management services fall under three general categories: program administration, program support, and program documentation and evaluation. Most EOPS programs are managed by a director or coordinator who sets the tone and emphasis of the program. Those programs which the OPR teams found to be generally most effective had administrative role clarity, with program activities well-integrated among themselves and well coordinated with other

campus services. The most prevalent administrative deficiency was the failure of programs to properly document program activities and services as required by state regulations. A large number of OPR recommendations dealt with an EOPS Program Plan's failure to accurately describe activities and staff assignments. Some EOPS programs had not adequately established Advisory Committees. A very large number of recommendations were directed toward programs which had failed to comply with the "over and above" criterion of Title 5 regulations. Finally, one-third of the programs were found to have inadequate space for EOPS services (see pp.12-18; 41-47).

- Outreach and Recruitment. EOPS programs maintain outreach and recruitment efforts in their local service areas as part of an overall goal of encouraging students who might not otherwise consider college as an option. As a natural follow-through to outreach and recruitment, EOPS programs also provide orientation activities for students once they arrive at the college so that students may become familiar with campus facilities, registration and financial aid procedures. OPR teams found that programs vary considerably in the emphasis they place on outreach and recruitment. Team members made approximately 16 recommendations directing programs to develop or to improve a specific recruitment plan. A slightly smaller number of recommendations indicated specific target populations which had not been adequately recruited (see pp.18-22; 47-48).

- Instructional Development and Services. EOPS programs offer direct instruction or instructional support for students not adequately prepared for college. This includes tutoring and special classes to improve study skills and personal development. Most colleges offer some form of tutoring to all of their students, and in these instances, EOPS students have available to them tutoring services beyond the level normally provided to the rest of the college's students. THe OPR teams very frequently found some confusion about how the "over and above" criterion should apply to campus tutoring operations. The most typical recommendation for this component asked that more systematic methods be developed to identify unique EOPS tutorial needs and to monitor student progress and the delivery of tutoring services (see pp.22-24; 48).

- Counseling. In every EOPS program, students have access to counseling, usually from a professional counselor. In addition, most of the EOPS programs also have a corps of peer advisors, students who act as friends and helpers. This counseling involves orienting students to the college and to EOPS, assisting them in planning an educational program, giving them information about transfer to four-year schools or to more specialized vocational institutions, and monitoring their academic progress. In some programs, the counseling component provided assistance with personal, financial or family problems which interfered with academic work. OPR reviewers found in about one-third of the

programs that counseling services needed improvement (see pp.24-28; 49-50).

- Transition. EOPS offers activities to help students make a successful transition to four-year institutions, employment, or other post-college endeavors. In the majority of the schools reviewed during 1985-86, college transition services were provided by EOPS counselors during the course of regular counseling sessions. Employment transition activities were generally not systematically organized. Transition was perhaps the weakest of all components in the EOPS programs reviewed this year. In a number of instances, no unique EOPS transition component existed (see pp.28-30; 50).

- Special Activities. During 1985-86, OPR teams commonly found two types of special activities: C.A.R.E. (Cooperative Agencies Resources for Education) programs and data management improvement efforts. Typically, a CARE program operated almost as a separate entity within EOPS. The small number of recommendations for this component focused on the need to provide child care services or to improve the administration of CARE (see pp.30-32; 50).

- Financial Aid Coordination. Financial aid benefits are extended through direct grants, book stipends or loans, work study, meal tickets, and other sources. Many of the activities of this component required close cooperation between the EOPS program and the financial aid office. The nature of this cooperation was the focus of most recommendations within this component (see pp.33-35; 51).

- Staff Development and Training. These activities were included in a number of programs to improve the skills, knowledge, and experience of EOPS and college staff and faculty. In almost half of the programs reviewed, OPR teams found deficiencies in the way in which staff development was conducted. There is a need for regular staff meetings and formal inservice training activities. Particular deficiencies were noted in training for peer advisors (see pp.35-37; 51-52).

The program components which encompass EOPS activities do not fully describe the essence of EOPS programs. Some aspects of EOPS do not neatly fit a budget category or planning component. A very important aspect of EOPS is the personal touch. The human elements which OPR teams observed serve to enrich the programs through the dedication, care and attention that staff members give to students and that students offer to one another (see pp.37-39).

Chapter 1

INTRODUCTION

This chapter briefly describes the Operational Program Review process used to examine 30 EOPS programs during the 1985-86 academic year (see Appendix A). The chapter also describes the main sources of information about the programs under review and presents a profile of students who participated in those programs.

What is an Operational Program Review?

An Operational Program Review (OPR) is an on-site assessment of the implementation and effectiveness of an Extended Opportunity Programs and Services (EOPS) program. Each year since 1983, the Chancellor's Office of the California Community Colleges has selected a different group of EOPS programs for review. By the end of the 1987-88 academic year, it anticipates that every EOPS program in the state will have undergone an OPR.

Each OPR is conducted by a three-person team of professionals: a qualitative evaluator, an EOPS director or administrator from another community college, and a member of the Chancellor's Office staff. They analyze questionnaires, conduct interviews, make direct observations, and review documentation to corroborate findings. In their review, the OPR team determines both the degree to which each program is actually implementing its Program Plan and the degree to which participants are satisfied with what the program is doing. At the conclusion of an Operational Program Review, the team develops a summary of the team's

findings and a set of recommendations for program improvement. These are presented to the EOPS Director and college administrators at an exit interview. A full written report, which includes the original findings and recommendations, follows within six to eight weeks.

The OPR Process. Operational Program Reviews are conducted according to a team approach whereby each team member contributes a unique perspective to the overall evaluation. Team Member A, an outside evaluator with special training in naturalistic observation and evaluation, coordinates the OPR and is responsible for conducting the qualitative component of the review. Team Member B is selected from the ranks of EOPS program directors and administrators to bring a practical, field-based point of view to the evaluation. Team Member C, a representative of the Chancellor's Office, adds technical knowledge of EOPS regulations. Although the OPR is conducted by a different team at each site, all teams follow the same basic procedures, guided by a set of evaluation field manuals. Each college's own EOPS Program Plan is the point of departure for the review, in order to assure that the OPR is tailored to the particular philosophy, objectives, staff, and student population of the EOPS program at that site.

An Operational Program Review, which requires a two-and-one-half day site visit, has two components. First, a highly structured Program Activity Review determines the extent to which objectives specified in the Program Plan have been achieved. Team Members B and C interview program staff and examine documentation as they compare the Program Plan's proposed activities and

intended effects with actual accomplishments. They also identify any discrepancies which might exist between staff activities as they are outlined in the Program Plan and actual utilization of staff time.

Second, an open-ended qualitative evaluation, conducted by Team Member A, assesses the program's impact as perceived by the participants. This naturalistic assessment of program function is designed to evaluate the program as a whole from the point of view of student participants, EOPS staff, and college faculty and staff. Rather than focusing exclusively on activities specified in the Program Plan, Team Member A allows issues to emerge as people describe their own experiences, satisfactions, and concerns.

Data for the qualitative evaluation come from four sources: the EOPS Program Plan; confidential questionnaires completed prior to the site visit by EOPS students, program and college staff and faculty; interviews with a broad sample of individuals who have knowledge of the program; and on-site observations. The interviews are directed toward the individuals' perceptions of how the EOPS program operates and how it affects them personally, asking respondents to assess whether it does so in an appropriate and effective way. The evaluator also encourages suggestions about program improvement.

Most of the Operational Program Reviews done in the Fall of 1985 used programs' 1984-85 plans as the basis of evaluation because the 1985-86 plans were not yet approved and because the teams assumed that it could take some time to integrate new

activities and staff into existing programs. The OPRs conducted in the late fall, winter, and spring addressed the 1985-86 program plans, once new activities and personnel had become more fully operationalized. Regardless of which program plan was under review, the OPR teams sought to present their findings and recommendations so that compliance problems could be remedied immediately and steps taken to improve future program services.

(A more thorough description of the Operational Program Review procedures is found in Appendix C.)

Sources of Information. This annual report contains a synthesis of information from the individual OPR Summary Reports of the 30 EOPS programs reviewed between September, 1985 and May, 1986. Collectively, the 30 OPR reports drew data from confidential questionnaires returned by 467 faculty and staff and 555 students, from a total of 1025 detailed interviews with faculty and staff and 298 interviews with students, and from direct observations of EOPS activities (see Table 1).

Table 1

Questionnaire and Interview Data Sources

1985-86 Operational Program Reviews

	Total: 30 Colleges	Average/ College
Questionnaires Staff/Faculty	467	16
Questionnaires Students	555	19
Interviews Faculty/Staff*	1025	34
Interviews Students	298	10

*Many EOPS and college staff were interviewed by more than one OPR team member; this figure represents interviews rather than individuals.

EOPS Student Characteristics from 1985-86 Summaries

A main objective of an OPR is to provide the Chancellor's Office with descriptive information about EOPS students. The eligibility criteria for participation in EOPS are carefully specified by Title 5 regulations; consequently, one can assume that all EOPS students in 1985-86 shared certain characteristics. To qualify for EOPS in 1985-86, students must have been a U.S. citizen or a permanent resident of the U.S., or held appropriate visa status, or have been in the U.S. for other than a temporary purpose. Further, eligible students must also have been enrolled full time and have applied for a Pell grant. If dependent, a student must have met the program's limitations (gross family income of under $11,999 for a family of four) and must have

demonstrated that his/her parents were unable to provide at least half of the financial support the student was projected to need. If independent, a student must have been unable to provide at least half of her/his support from personal means.

Beyond these common citizenship, enrollment, and income criteria, however, EOPS students in 1985-86 differed considerably. As part of the OPR process, EOPS directors provided the following information about program participants: total number of students served at the time of the OPR; the students' gender, age, and ethnicity; students' educational goals and their high school graduation status. (Appendix B contains a complete table of this information for programs reviewed in 1985-86 as well as for those programs reviewed in 1984-85.) From this year's OPR data there emerges a general profile of the EOPS student population at the 30 colleges under review. These data may or may not be representative of the EOPS population statewide.

The 30 EOPS programs reviewed during 1985-86 enrolled over 7900 students. Individual EOPS programs ranged in size from 21 to 1212 students. Women, many of them single parents, tended to outnumber men (56% of the students were women and 44% were men). In terms of age, EOPS students were distributed as follows:

under 18 years	1%
18-21	31%
22-25	21%
26-30	19%
31-35	14%
36 and over	14%

There were substantial differences in the age groups served by individual colleges. Recent high school graduates predomi-

nated in some EOPS programs, while other programs served a larger proportion of older, reentry students. In several colleges, approximately 50% of the EOPS students were 18-21 years old. However, there were also EOPS programs with 40% of their students in the over-35 age category. In fact, two small programs reported over 50% of their students in this latter age group.

The largest proportion of EOPS students in the 1985-86 review were Asian/Pacific Islanders (34%), followed closely by White/Caucasian (29%). Blacks represented 20% of last year's OPR sample, and Hispanics constituted 13% of the group. Native Americans comprised 2% of the EOPS population, while 3% were either classified as other ethnic groups or had not indicated an ethnic affiliation.

Although Whites and Asians accounted for almost two-thirds of the EOPS population in the total sample, each major ethnic group predominated in at least one EOPS program. Whites were the most numerous group in 13 of the programs, Blacks in seven, Asians in six, and Hispanics in three.

A little over 5000 EOPS students completed an Educational Goals Survey as part of the OPR process. Nearly half (46%) of the student respondents indicated that they intended to transfer to a four-year institution. Twenty-eight percent had vocational goals in mind. A much smaller group, 19%, reported that their principal goal was to acquire basic skills. Only 6% of the respondents were undecided about their educational goals, and a mere 1% reported "other" goals. Again, there was tremendous variation among colleges in the stated educational goals of EOPS students.

Of the 30 colleges reviewed this year, five were unable to present accurate data on the students' high school graduation status. Even among colleges reporting this information, there were significant discrepancies and missing data. For example, one college reported no such data on 346 of its 434 students. Of the EOPS students for whom data were reported, the majority (62%) had earned a high school diploma, and 10% had earned the equivalent of a diploma. However, at least 12% had not graduated from high school, and the graduation status of the remaining 16% was not reported.

Chapter 2

WHAT DOES EOPS DO?

Extended Opportunity Programs and Services (EOPS) is a state-funded program administered by the Chancellor's Office of the California Community College system. It provides low-income community college students with the academic, psychological, and financial assistance they need to succeed in post-secondary education. EOPS programs throughout the state offer a multitude of support services, most of which are structured as formal, on-going program components; however, all programs also offer important support through the informal, personal contributions of program staff and students.

This chapter presents an overview of the structured, planned activities the OPR teams found in the programs reviewed during the 1985-86 academic year. Additionally, the chapter describes some of the unique, personal EOPS services which often exert the greatest impact on students' lives. This summary is certainly too brief to do justice to the particular strengths of every program reviewed this past year, so only the most outstanding examples are included.

100. Management Services Component

Program management services fall under three general categories: program administration, program support, and program documentation and evaluation. Administration involves establishing and implementing operational policies, determining budget and service needs, preparing the annual Program Plan, selecting and supervising staff, and coordinating EOPS efforts

with other college services. Program support includes public information activities and the work of a local EOPS advisory committee. Documentation functions involve recording the services provided to EOPS students and the effects of these services. The documentation also (ideally) facilitates planning and program implementation.

Most EOPS programs reviewed in 1985-86 were managed by a full-time director or coordinator. In nine of the programs reviewed this past year, the directors held dual roles; in addition to their responsibility for EOPS, these directors were in charge of the college's financial aid operation, or the Disabled Students program, or a variety of other special services. In these cases, as one might expect, an EOPS assistant director and/or secretary performed many of the daily administrative maintenance routines to supplement the director's role. (In two programs, the director's position was vacant at the time of the OPR.)

As one examines individual EOPS programs, it quickly becomes apparent that management is always much more than bureaucratic routine. The tone and emphasis of a program are most often established by the director. Although all programs provide a similar core of services, the director shapes the "personality" of EOPS at each college by responding to locally identified needs. As a result, slightly different service emphases prevail from one program to another. One program may emphasize outreach and recruitment activities; another may focus on financial aid and eligibility requirements; and a third may give highest priority to academic counseling, tutoring, and basic skills

development.

Those programs which the OPR teams found to be generally most effective had administrative role clarity. The director or coordinator was perceived to be the primary EOPS administrator and program advocate not only by EOPS students and staff, but also by the college community as a whole. These directors commonly held a vision of the program which encompassed long-term planning for recruitment, orientation, focusing program services on clearly identified client needs, and continually training staff.

This unified vision was usually evident in the Program Plan, although it was certainly not uncommon for even very effective programs to be described too briefly and at times inaccurately in the annual plans. However, the director of a well-run program could always explain each program component even if it was not clearly described in the plan.

Effective EOPS programs also had activities that were well integrated among themselves and were coordinated with other campus services. Coordination occurs in a number of ways. In some cases, intense personal involvement is the key. The director and other staff members communicate frequently and verify that services are mutually reinforcing. In other programs, coordination is more formally structured. For example, a professional counselor or peer advisor may be charged with monitoring students' attendance, counseling contacts, and use of tutoring services. Regular staff meetings appeared to play an important role in intra-program coordination. All programs, but particularly the very small EOPS programs, benefit greatly when

EOPS activities are well coordinated with other campus services. Where EOPS directors are members of college administrative councils or faculty senates, they can act as more visible program advocates. The best programs have the full understanding and support of the college administration.

OPR teams noted that EOPS programs have widely varying degrees of visibility on campus. In some cases, low visibility is a matter of preference. A conscious decision has been made that a student's status as an EOPS recipient should not be public knowledge. In other colleges, EOPS maintains high visibility with strong group identity and communication among students who share social, cultural, and academic experiences. Not surprisingly, on-campus recruitment is much more active and productive among programs with high visibility and coherent EOPS identity. Regular meetings of EOPS students, brochures, newsletters, fliers, and classroom visits all promote the program's image and its services. Maintaining visibility on the campus appears to require a year-round effort, including personal contacts and the distribution of printed materials.

A few programs use their advisory committees to excellent advantage as community advocates for EOPS and as policy advisors to guide administration. They provide ready affiliations with groups which have access to potential EOPS students and assist in extending EOPS advocacy within the college.

Documentation of services varied considerably among the programs under review. An impressive number of programs, anticipating changes in state regulations, had established thorough individualized files for each EOPS student. These files

include financial award letters, EOPS contracts, academic plans, counseling contact records, and specific documentation of other services the student has received. It was the rare program, however, that had committed much of this information to computerized records. In most programs, this level of mechanization is still in its infancy, with some administrators fostering almost complete coordination with college-wide data systems, others preferring EOPS-specific software to be used on office PCs, and still other directors preferring to utilize both systems. Almost all programs had some direct computer access to students' academic records in central college data files.

In most programs, the extent of documentation exceeds the actual use of the documentation by EOPS personnel. OPR teams saw very few instances of systematic program planning and evaluation based upon existing systems of service documentation.

Some exemplary management activities observed at EOPS programs reviewed this year are presented below in excerpts from college OPR reports:

Pasadena City College. This is an excellent program which provides a well-balanced and well-integrated array of student services resulting in a whole far greater than the sum of its parts. This close relationship among the services provided and the way in which services complement each other is a hallmark of this program. The cohesion and unity of program services is in large part attributable to the program's leadership and to its staff. The EOPS director has set a model in the way in which he has built links with other campus units. He has provided a well understood sense of purpose for the EOPS program and has developed an exceedingly strong staff. Finally, he has set the tone for close working relationships with his insistence on building a "family" relationship. The leadership provided to the program is recognized not only by the staff, but on campus as well. (John Hardy, EOPS Director, 1570 East Colorado Boulevard, Pasadena, CA 91106, (213)578-7123.)

Monterey Peninsula College. The EOPS Director chairs a student services coordinating committee that focuses on student case

load, cross referral, eligibility criteria for various services, and general information exchange. Committee membership is broad (financial aid, college counseling, academic support center, Handicapped Students' Programs and Services, and EOPS) and meetings are frequent. Several support staff pointed out that the EOPS Director's management style--relaxed, democratic, and willing to share responsibility--facilitates coordination within the support services network. The result of such coordination and cooperation is expanded services for EOPS students.

EOPS also has a particularly good working relationship with the financial aid office. Early eligibility determination is one product of this relationship. The financial aid appeal process is another example. In this process, financial aid was contingent upon the probationary student's participation in academic counseling and other EOPS support services. (Carsbia Anderson, EOPS Director, 980 Fremont Boulevard, Monterey, CA 93940, (408)646-4010).

Feather River College. The EOPS Director, who has been with the program for over ten years, manages with a participatory, decentralized style. She has very successfully selected a competent, knowledgeable staff and has given them free rein to generate from their own expertise, programs which directly focus on student needs. Although staff members maintain a strong sense of ownership over the programs they develop, the Director is fully aware of all parameters of the program under her jurisdiction, and every one of the staff as well as the students unquestionably acknowledges her leadership. Internal, informal communication among the staff members is generally very good, especially among the Director and the two Program Specialists who have worked together for a number of years. The participatory management style also extends to the Advisory Board which meets frequently throughout the year and which directly influences program policies and practices. (Doris Livingston, EOPS Director, P.O. Box 1110, Quincy, CA 95971, (916)283-0202).

College of the Siskiyous. The Director has put special effort into developing cooperative working relationships with other student service units, and through these efforts has established a deeper understanding of and respect for EOPS on the campus. For example, EOPS and Financial Aid have a good mutual understanding of responsibilities and procedures for eligibility determination and award packaging. The EOPS Director has worked closely with the Learning Services unit to strengthen the study skills curriculum, to cross-refer students, and to clarify the appropriate role of EOPS in tutoring. The best example of the EOPS Director's ability to enlist the full range of campus resources is the EOPS Summer Academy. (Kathi Williams, EOPS Director, 800 College Avenue, Weed, CA 96094, (916)938-4462.)

De Anza College. The college provides an excellent level of support for the EOPS program, most notably in contributions to salaries of many EOPS positions. Moreover, the college allows great management autonomy for the program, e.g., the Director has full control over the EOPS budget, staff and activities.

The EOPS Director has a clear conception of what he expects from each staff member and these expectations are reflected in the program plan, which has well considered goals and associated activities. The Director has imparted to his staff a concern for and attention to detail. The De Anza EOPS staff know the plan for 1985-86; they know what the program is intended to do and where they fit into it. (Eric Terrell, Director, Multicultural Department, 21250 Stevens Creek Boulevard, Cupertino, CA 95014, (408)996-4567.)

Santa Monica College. The EOPS Director has taken several positive steps to improve the program's image. A newsletter is being published and widely distributed. Staff members are actively involved with other organizations on campus. They have excellent relations with the Women's Center, with the Black Students Union, with Nexus, and with the Latino Center. Peer advisors were selected who have particularly good communication skills and who are actively involved in campus activities. They are proving to be excellent ambassadors for the EOPS program through their informal contacts in classes. The staff has also planned an open house, hosted by EOPS students, to which they have invited faculty, staff and community representatives. (Maria Alvarado, EOPS Coordinator, 1900 Pico Boulevard, CA 90405, (213)450-5150).

200. Outreach Services Component

Every EOPS program we reviewed last year maintains some level of outreach and recruitment effort in its local service areas as part of its overall goal to encourage students who might not otherwise consider college as an option. This effort sometimes includes early outreach to junior and senior high school students as well as to students who are enrolled in adult remedial classes but who are not considered regular community college students.

Typically, EOPS staff also made brief presentations to local high school senior classes about the services available to EOPS students. These presentations were most commonly done in conjunction with an overall college recruitment effort.

We also saw programs in which EOPS representatives established special rapport with local public schools and with social

service agencies so as to more closely focus recruitment and outreach efforts upon identified potentially EOPS eligible students. These EOPS staff quite clearly understand the social and cultural circumstances from which potential clients came, and they established lasting communication networks within the groups from which they recruited.

A handful of EOPS programs maintain staff at college outreach centers, usually located in remote areas of the district or in large urban centers with heavy concentrations of minority and other EOPS-eligible populations which may be difficult to contact through traditional recruitment. These EOPS personnel usually spend a substantial part of their time at the sites, meeting with students and nurturing positive relations which might draw students to the college.

As a natural follow-through to outreach and recruitment, EOPS programs provide orientation activities for students once they arrive at the college so that students may become familiar with campus facilities, registration and financial aid procedures. Another outreach service is the college readiness program, a kind of extended orientation to college life through skills assessment, developmental instruction and counseling during special summer session courses. In some cases EOPS itself sponsors the readiness program while in other cases, EOPS arranges for its new students to participate in the college-sponsored program.

But EOPS programs vary considerably in the sustained emphasis they place on outreach and recruitment. In some cases, these functions are carried out by just one or two staff members

over a short period of time. The director, an outreach staff person, an EOPS counselor, an interested peer advisor, or some combination constitute the recruitment and outreach staff. In other very rare cases, recruitment is a year-long activity to which a large portion of the program's staff time is devoted. Finally, we found that most EOPS programs do not fully assess the effectiveness of recruitment activities in terms of actual program or college enrollments.

A number of exemplary outreach and recruitment activities were identified in the 1985-86 OPR's:

De Anza College. The EOPS recruitment effort is active, imaginative and year-round. It focuses on an appropriate EOPS population and is highly systematic. Individual contacts are well documented and follow-up procedures are clear, consistent and persistent. The program's Student Affirmative Action Specialist maintains a variety of contacts at all local high schools, and documentation of this activity is outstanding. These detailed records are continuously mined for follow-up activities. (Eric Terrell, Director, Multicultural Department, 21250 Stevens Creek Boulevard, Cupertino, CA 95014, (408)996-4567.)

Feather River College. The Director is responsible for the lion's share of EOPS recruitment. She seeks students who demonstrate the greatest potential to succeed in the special environmental circumstances of the college. Alone or with one student, she recruits within a large population of potentially EOPS eligible students affiliated with East Bay Area schools and social service agencies. Simply increasing enrollment is not her goal. She seeks those students who might well need time away from the city in a small, rural school which can offer them a great deal of personal attention as they develop independence, self-confidence, and the basic skills necessary to succeed if or when they do transfer to a larger institution or find employment. She thoroughly understands the populations within which she recruits. She has established a valuable network of contacts among schools and community agencies as well as among families and friends of former students. Interviews with students substantiated her recruitment focus. Smilingly, one woman stated, "I was collected by Doris L." (Doris Livingston, EOPS Director, P.O. Box 1110, Quincy, CA 95971, (916)283-0202).

Golden West College. The Summer Readiness program was a highly visible EOPS activity, and many college administrators and staff viewed it as one of the strongest features of EOPS. The eight week program integrated orientation and transition activities and

basic skills development. Summer courses paralleled regular college courses but were taught by faculty selected by EOPS as particularly sensitive to the needs of this student population. Student participants also benefited from early financial aid packaging and placement in work study positions. Program tee-shirts and close interaction with EOPS staff helped to create a group identity that provided students with an additional resource with which to begin college. The program also keeps follow-up records on the Summer Readiness participants. (Richard Porter, Assistant Dean of Student Assistance Programs, 15744 Golden West Street, Huntington Beach, CA 92647, (714)892-7711).

College of the Siskiyous. The Summer Academy was designed as a summer outreach program to provide an introduction and orientation to college for EOPS students. A great deal of organization took place before the program began in the summer of 1985. A staff member systematically identified comparable programs and tailored their best elements to what the EOPS program wanted and could afford. Based on this analysis, he and the EOPS director designed a well thought out program that emphasized orientation to college and long-term retention. In the view of program staff, the Summer Academy is considered a primary recruitment activity. It is assumed that the recruitment benefits go well beyond the particular students who will be selected for inclusion in the Academy. (Kathi Williams, EOPS Director, 800 College Avenue, Weed, CA 96094, (916)938-4462.)

San Joaquin Delta College. The EOPS Summer Readiness program was regarded as an important EOPS service by EOPS participants and by college staff and faculty who had observed its success over the years. The purpose of this program was to alleviate anxiety about the initial college experience for a selected group of potentially EOPS-eligible students. The program was planned by an interdisciplinary college team, coordinated by EOPS, and funded through district funds. In 1985, 100 EOPS students benefited from the program. Features of the program included: a "core curriculum" consisting of guidance courses and math courses for which students received regular college credit; financial aid of up to $500; cultural enrichment activities; transfer-oriented field trips; tutoring; and job placement. The tangible benefits of the program were improved basic skills, improved study skills, and increased familiarity with college procedures and resources. In addition to these observable benefits, the program provided students with a source of peer support and professional support available throughout the regular academic year. (George Marquez, Director, Guidance & Counseling, 5151 Pacific Avenue, Stockton, CA 95207, (209)474-5151).

Lake Tahoe Community College. Very effective coordination among the EOPS program, the local Women's Center, the El Dorado County Welfare Department, and the Employment Development Department has yielded recruitment and retention of single parents through an eight-week Summer Readiness program. Participants receive training in basic skills such as time management, goal setting, stress reduction, and parenting, and workshops in developing

self-confidence and self-esteem. (Abel Nunez, EOPS Director, 2659 Lake Tahoe Boulevard, South Lake Tahoe, CA 95702, (916)541-4660).

300. Instructional Development and Services Component

Many EOPS-eligible students are not adequately prepared for college; consequently, they require extra assistance with their classes or with basic skills such as math and language. In response to these deficiencies, EOPS programs may offer direct instruction or instructional support such as tutoring in course work or in basic skills. Occasionally, special classes to improve study skills and personal development are sponsored by EOPS.

Most colleges offer some form of tutoring to all of their students, and EOPS refers its students to these services. Tutoring costs EOPS students nothing. Most frequently, peer tutors provide the service for minimum wages. Because their pay is not generally competitive with compensation available through off-campus employment, colleges usually have a difficult time retaining capable tutors.

In cases where the EOPS program pays a portion of the total costs of the college's tutoring services, Title 5 regulations call for special tutoring services for EOPS students that are beyond the level normally provided to the rest of the college's students. This "over and above" service may take the form of special EOPS tutors, or additional tutoring hours for EOPS students, or special tracking or follow-through services provided to EOPS students alone. The OPR teams very frequently found some confusion about how the "over and above" criteria should apply to

campus tutoring operations. (At four colleges, the EOPS program maintains separate tutoring services for its own students.)

A few of the programs under review during the year had developed special workshops in areas which extend beyond academic concerns, such as parent-child relationships, job seeking, substance abuse control, building self-esteem, and budgeting limited resources while in school.

Some exemplary instructional and instructional support activities were implemented by the following EOPS programs:

Monterey Peninsula College. One of the most impressive features of the program was its comprehensive academic support system. This consisted of a college readiness program, basic skills classes, and "over and above" tutoring, all designed around the particular needs of the local EOPS student population. EOPS students were able to receive as much tutoring as they needed in a broad range of courses. The academic support equipped students with critical study skills, basic academic skills, realistic career plans, and the motivation to persevere in an environment that could be overwhelming. (Carsbia Anderson, EOPS Director, 980 Fremont Boulevard, Monterey, CA 93940, (408)646-4010).

San Diego Miramar College. As part of their EOPS counseling, students are required to choose at lease one academic "special project" each term. The options include: prepare a personal goals paper, participate in study skills classes or workshops, take a basic English or computer course, prepare a career exploration paper, or participate in a number of financial aid information activities. An internal survey indicated that all participants ranked the EOPS student projects as either an excellent or a good use of time. The personal goals paper and the financial aid workshops were particularly appreciated. (Barbara Penn, Acting EOPS Director, 10400 Black Mountain Road, San Diego, CA 92126, (619)230-6500.)

Santa Monica College. The tutoring program offered at the college Learning Resources Center and the follow-up given by EOPS are excellent. Students consistently mentioned tutoring as one of the two strongest EOPS services. Tutors are well qualified, and contacts with students are professional and efficient. Documentation and follow-up on EOPS students are frequent, personal, and thorough. EOPS students receive greater follow-through as well as an option for more tutoring time than regular students receive. (Maria Alvarado, EOPS Coordinator, 1900 Pico Boulevard, Santa Monica, CA 90405, (213)450-5150).

Pasadena City College. EOPS tutoring is efficient, well run, and appears to be clearly "over and above" what is available elsewhere on campus. The provision of these services is also exceedingly well documented and well integrated with other EOPS procedures, so that the benefits are extended beyond the tutoring function itself. For example, students who come to the EOPS tutorial coordinator for assistance in tutoring are automatically checked for financial aid and EOPS eligibility, and thus referred to a broader array of services. A request for EOPS tutoring assistance usually brings with it an introduction to the EOPS counselor and assistance in goal-setting and educational planning. (John Hardy, EOPS Director, 1570 East Colorado Boulevard, Pasadena, CA 91106, (213)578-7123.)

400. Counseling Services Component

One of the most important EOPS services is student counseling, of which there are three types: college information, academic planning and progress monitoring, and personal. Preliminary EOPS intake and screening are counseling responsibilities, as are the administration and interpretation of diagnostic tests to assist EOPS students in their personal and educational choices, the provision of information about the college and its procedures, and assistance with financial aid forms and other college documents.

In every EOPS program, students have access to a professional counselor. In some programs, these certificated personnel serve full time and deal only with EOPS students. More commonly, one or several counselors divide their time between the regular counseling office and the EOPS program. In a few cases, there is no professional counselor associated with EOPS; the program's students are simply referred to the college's counseling office for assistance.

Most of the EOPS programs also have a corps of peer advisors who act as friends and helpers to their fellow students. The

peer advisors often work more closely with EOPS students than do any other EOPS personnel. They are a critical link between the students and the program. In addition to meeting with students on a regular basis, peers often perform clerical tasks required to monitor students' academic status. Peers receive varying degrees of training in advisement techniques and in financial aid procedures, usually through workshops and regular staff meetings. In programs where structured training programs introduce peer advisors to their role, the peers voice strong satisfaction with their work. When training is minimal, they report significantly less satisfaction with (and more confusion about) their own effectiveness as advisors.

Typically, in the first counseling contact, students receive general information about college life and about participation in EOPS. This kind of information might be given by a financial aid representative, by a peer advisor, or by a counselor. They are informed about program application forms and requirements, college deadlines, college activities in which they might be interested, and the location and functions of other services on campus.

Academic planning involves assisting students in mapping out an educational program, giving them information about transfer to four-year schools or to more specialized vocational institutions, and monitoring their academic progress. In this more focused academic counseling, the counselor works one-to-one with the student to develop a short and long-term educational plan, i.e., an academic or vocational program of study which specifies the course requirements and the sequence in which the courses are to

be completed. Usually, this academic planning involves at least one meeting each semester between the counselor and the student.

Academic monitoring is often the key to student retention. Sometimes such monitoring is informal; the student simply meets periodically with the counselor or with a peer advisor. More often, the monitoring is formal and involves checking units and grades as well as periodic written reports submitted by instructors to the EOPS office. On the basis of this monitoring, counselors or peer advisors may refer EOPS students to other college services such as the tutoring center, career counseling, or to a CARE center.

Personal counseling ranges from relatively informal student-staff discussion to professional crisis counseling for students who have serious personal, financial, or family problems. In many cases, the OPR teams noted that personal counseling was curtailed because the EOPS office facilities did not guarantee sufficient privacy.

Exemplary aspects of the counseling component were demonstrated by the following EOPS programs:

San Diego Miramar College. By far the strongest features of the Miramar EOPS program are counseling and instructional services. Every student participates in a brief, but well organized orientation to the program when the EOPS contracts are reviewed and signed, and students receive handbooks which give greater detail about their rights and responsibilities within the EOPS program. With the counselor's guidance, every student develops an academic plan during the first weeks of enrollment. The plans are not merely filed pro forma, but are actually used as program guides, continually reviewed and updated. Students meet weekly either with the counselor or with the peer advisor to discuss academic plans or to review regular progress reports which faculty return to the EOPS office. Students meet with the EOPS counselor about 12 times per year. (Barbara Penn, Acting EOPS Director, 10400 Black Mountain Road, San Diego, CA 92126, (619)230-6500.)

Merritt College. At Merritt College, EOPS students have the advantage of their own EOPS counselor who is located in the EOPS office. This facilitates their access to counseling and promotes continuity in counseling services. The EOPS counselor provides academic, transfer, and personal counseling in addition to instructing the personal development course required for EOPS students. EOPS students at Merritt are required to see the EOPS counselor on a regular basis and counseling contacts are well documented.

The EOPS personal development class is valued by students as one of the main benefits they receive from the EOPS program. This course spans a variety of topics: EOPS orientation, college and community resources, college survival skills, transfer information, human relations, and personal motivation.

A related EOPS contribution is the information and advisement function performed by staff. EOPS staff keep students up to date on college resources, college policies and procedures, and financial aid procedures. Students regard EOPS as a reliable source of accurate information and express an appreciation of the patience EOPS staff demonstrate in assisting them through the logistics of college procedures, especially the financial aid application. (James Harvey, Director, Student Support Services, 12500 Campus Drive, Oakland, CA 94619, (415)531-4911.)

Laney College. The EOPS program has always maintained a large and well-trained group of peer advisors. Currently, thirteen peers work with the main EOPS program, while three veteran peers help manage the CARE program. They are all responsible, intelligent students with leadership qualities and common sense. They are good listeners who enjoy working with people and who have a strong loyalty to the Director, to each other, and to the goals of the EOPS program. The Director has a unique recruitment technique for peers. When one is about to graduate or to leave the program, she tells the peer to go out and find his or her own replacement, "You know what I am looking for and what the program needs." The peers seldom fail.

The peer advisors' main responsibilities are to monitor student academic progress and attendance and to maintain direct contact with students throughout the year. They check monthly grade verification slips which student circulate to their instructors. All agree that the grade reports are worthwhile. In addition to their three-week training program during the summer, all peers are required to participate in a weekly peer advisement class and in weekly staff meetings. The class, as well as on-the-job training, has been supervised by the EOPS Counselor. (Carolyn Dukes-Alexander, Acting EOPS Director, 900 Fallon Street, Oakland, CA 94607, (415)834-5740.)

Los Angeles Mission College. EOPS peer advising is a central EOPS service. It is through peer advising that EOPS students are introduced to program services, informed of other college support services and activities, provided with academic counseling, monitored, and referred to tutoring and career counseling. EOPS students are required to meet with peer advisors once a month, an obligation they welcomed. In addition, peer advisors conduct

"conversation groups" with limited-English proficient EOPS students to support them in acquiring better language skills. Peer advisors appear to be well suited to their roles. They are mature and they have backgrounds which facilitate close rapport with disadvantaged students. The peer advisor supervisor co-sponsors discussion groups for college women, "Women Together," that keep her in touch with EOPS students and provide a point of contact for potential EOPS students. Peer advising is well organized and staff/student contacts are systematically documented through a variety of well-structured forms, including a student contract and peer advising contact log, and attractive printed materials that describe peer advising services. (JoAnn Barbier, EOPS Director, 1212 San Fernando Road, San Fernando, CA 91340, (818)365-8271.)

Cosumnes River College. EOPS peer advisors, all of whom were former EOPS students, performed numerous important functions within the program: general advising and needs assessment; monitoring student career testing, health assessment, and unit load; academic progress monitoring and assistance in study skills; referral to counseling and tutoring; assistance with financial aid and scholarship applications; transition assistance; and informal personal advising. Peer advisors were trained in these tasks by the program coordinator, and many materials had been developed to assist them. Staff attributed the success of peer advising to the fact that peers were so well prepared, and their activities were closely supervised by full-time EOPS staff. (Hoyt Fong, EOPS Coordinator, 8401 Center Parkway, Sacramento, CA 95823, (916)689-1000.)

Crafton Hills College. The EOPS program structured early academic contact with EOPS students through registration assistance. The EOPS Coordinator and at least one EOPS peer advisor manned a table during registration to distribute program information, financial aid applications, and student educational plans. This EOPS service, like so many others, efficiently and conveniently made use of college student services. As EOPS students picked up their education plan forms, they were directed to the next table where college counselors were available to sign their approved plans. In this way, EOPS ensured that students would schedule approved courses with minimal stress and inconvenience. (Augustin Rios, EOPS Coordinator, 11711 Sand Canyon Road, Yucaipa, CA 92399, (714)794-2161).

500. Transition Services Components

When students are nearing completion of their community college programs, EOPS can offer activities designed to help them make a successful transition to four-year institutions, into employment, or into other post-college endeavors.

In the majority of the schools reviewed during 1985-86, transition services were provided by EOPS counselors during the course of regular, one-to-one counseling sessions. Students interested in transferring to four-year institutions are given information about entrance requirements and course offerings, and a counselor or peer advisor might help students obtain and complete application forms. In some instances, EOPS personnel, acting on behalf of EOPS students who have applied for transfer, maintain regular contact with officials from prospective receiving institutions.

Several EOPS programs organize field trips to local universities and vocational programs. The field trips motivate potential transfer students, allowing them to explore new environments while in the company of peers and familiar EOPS staff. Students are usually introduced to college administrators and representatives of special programs as part of the field experience.

The few employment transition activities in the programs under review were generally not as systematically organized as the transfer transition activities were. Counselors and EOPS Directors again play a significant role in providing information directly to individual students about employment opportunities. Typically, information about careers and vocations is made available through small self-service career resource centers in the EOPS office or in a larger campus-sponsored center. Some programs administer interest inventories as part of the EOPS orientation process to help guide students' selection of career paths. Programs with more extensive career counseling components

help students get job descriptions and training requirements, and they may even offer workshops in job seeking skills, resume writing, and interviewing.

Generally, most EOPS program did not have fully developed transition programs--particularly with respect to transition to employment. The following colleges reviewed during the 1985-86 academic year exhibited good transition activities:

Sierra College. Through an EOPS counselor, local employers are solicited to help identify potential EOPS students who may be working for them and who may require additional job skills. Once on campus, the students will develop long-range plans to integrate educational ad employment goals. Meanwhile, the EOPS program will continue a partnership with the employers to develop job placement opportunities for EOPS graduates. Although the Employability Project is still in its infancy, it holds great promise. (JoLynn Samuelson, EOPS Director, 5000 Rocklin Road, Rocklin, CA 95677, (916)624-3333.)

Cosumnes River College. All EOPS students are notified of visits to the college by representatives from four-year institutions. The EOPS Coordinator is very actively involved in all transfer functions and even includes transfer information in the initial interview with EOPS eligible students. (Hoyt Fong, EOPS Coordinator, 8401 Center Parkway, Sacramento, CA 95823, (916)689-1000.)

San Joaquin Delta College. The EOPS program maintains updated course articulation with many four-year institutions in addition to providing field trips to those schools. The College Day on campus enjoys wide participation from 40 colleges. (George Marquez, Director, Guidance and Counseling, 5151 Pacific Avenue, Stockton, CA 95207, (209)474-5151.)

600. Special Activities Component

Occasionally, locally-determined needs cannot be met directly through any of the regular EOPS program components. Consultants are sometimes employed to perform special services such as training, instructional design, short-term audits, evaluations, or data analysis. Cooperative interagency efforts, such as CARE, also fall into this special category.

During 1985-86, OPR teams commonly found two types of special activities: CARE programs and data management improvement efforts. The most extensive special activities are CARE programs, which are organized cooperatively among EOPS and local welfare and employment assistance agencies to serve AFDC parents who are also EOPS students. Typically, the CARE program operates almost as a separate entity within EOPS. An assistant EOPS director or a special counselor usually administers the CARE project and reports to the EOPS director. Where EOPS peer advisors are single parents themselves, they are often assigned to work exclusively with CARE students.

CARE is oriented to the needs of low income single parents who are usually young reentry women highly motivated to improve their employability through community college education. In addition to assistance with child care payments, CARE projects typically offer students special counseling and personal development activities. CARE parents often comment that the most beneficial aspect of the project is the strong mutual support they find among participants and staff who work with CARE.

Several EOPS programs had contracted with consultants who had expertise in computers and data management to upgrade the EOPS information systems and to integrate those systems efficiently with existing college information networks. Data management systems in the majority of the EOPS programs were still very much in a state of development.

Several excellent special activities were in operation within programs reviewed during the past year:

Feather River College. Two examples of how locally-perceived needs direct EOPS program planning are the Yamanim Maidum Learning Center and the GED program. Traditional outreach activities simply have not proven very successful in drawing the local Indian population to the college, so the EOPS Program Specialist took college services out to the Indian community. The Learning Center is truly a cooperative effort between the EOPS program and the local Maidu tribe.

With no GED program available in the county, the Program Specialist again identified a need and worked cooperatively with local school officials to organize classes and testing opportunities for adults who had not graduated from high school. About half of those who complete the program enter the college. (Doris Livingston, EOPS Director, P.O. Box 1110, Quincy, CA 95971, (916)283-0202.)

Laney College. An exemplary CARE program serves about 75 single parents with the same basic services available to all EOPS students and with special assistance for child care and personal development. An experienced peer advisor manages the daily routines with impressive professionalism. All three CARE peer advisors are parents who understand the concerns of their clients. CARE participants are selected from a long waiting list, and all are required to take part in an extensive orientation. They participate in a required class which presents information about goal setting, life planning, career development, and personal issues. A Women's Rap group is also available. Frequent social gatherings and shared cultural events have strengthened the bonds among the staff and CARE participants. (Carolyn Dukes-Alexander, Acting EOPS Director, 900 Fallon Street, Oakland, CA 94607, (415)834-5740.)

College of the Desert. As a result of participating in the CARE project, students have developed a strong mutual support network. They attend brief but carefully scheduled monthly meetings where they receive current information about EOPS and CARE services, financial aid, and academic programs. Special representatives from community agencies, businesses, neighboring educational institutions, and College of the Desert departments also come to the meetings to discuss the services they have to offer. The CARE project director is an exceptionally well organized, experienced counselor who manages the program efficiently and with enormous positive energy and understanding of the problems facing single parents and reentry women. The allocation of child care funds is done according to an equitable, albeit complicated, procedure so that quality child care providers are compensated quickly with minimal problems for either the parents or the providers. The program advertises itself well. A professional quality video tape describes the CARE program to community and college groups. A testament to the quality and to the necessity of CARE is the fact that a waiting list of 95 parents hope to be admitted to the program. (Marcelino Diaz, EOPS Coordinator, College of the Desert, 43-500 Monterey Avenue, Palm Desert, CA 92260. (619)346-8041.)

700. Financial Aid Component

Given the EOPS eligibility criteria, it is certainly no surprise that one of the purposes of EOPS is to offer students additional financial aid. Benefits are extended through direct grants, book stipends or loans, EOPS-funded work study, meal tickets, and other sources. In some cases, often due to problems with district administration of financial aid, EOPS programs have elected to put their direct aid resources into book grants and meal tickets because they can be administered on campus, by program personnel.

EOPS eligibility determination and the efficient distribution of aid require close cooperation between the EOPS program and the financial aid office. In five programs reviewed last year, the director of financial aid and the director of EOPS are the same person. Usually, it is specific personnel within the financial aid office who determine and certify initial EOPS eligibility. The two offices then tend to cooperate in verifying students' continued eligibility for EOPS. The financial aid staff is often responsible for giving peer advisors basic training in the types of financial aid programs available for EOPS students and in how to help students complete financial aid forms.

Most EOPS programs provide some level of financial aid orientation and/or counseling prior to eligibility determination. Typically, students are informed about the financial aid for which they might be eligible and are given assistance in completing the documentation necessary to determine EOPS eligibility. Much of this financial aid advisement takes place before

the student is actually enrolled in EOPS. It may involve high school students planning to enroll in the community college and interested in applying for EOPS. Other programs rely more heavily on the financial aid office for pre-eligibility information but provide some continuing financial aid information. Financial aid counseling is available throughout the year because many students have recurring questions and must continue to demonstrate eligibility each term.

In contrast, there are a few EOPS programs that rely almost exclusively upon mechanisms established and operated by the financial aid office alone to generate the majority of the EOPS student enrollment. Students first apply for aid, knowing little if anything about EOPS, and are then referred to the EOPS office after preliminary eligibility determination is made. EOPS programs which operate along these lines generally maintain low visibility on campus and pursue relatively low key recruitment and outreach activities. Unfortunately, it is the more assertive and resourceful student who is able tend to find his/her way to the EOPS office through the financial aid network.

Most colleges had efficient procedures for distributing financial aid. What typified exemplary EOPS programs' involvement in Financial Aid were processes for periodic updates of financial aid information, rapid financial aid determination, prompt disbursement of EOPS grants, and smoothly operating book grant or book loan activities. Some of the most effective financial aid activities were evident in the following programs:

Sierra College. Cooperation with Financial Aid has traditionally been excellent and continues to be an asset for the EOPS program. The working relationship between Financial Aid and EOPS is

extremely efficient and cooperative. For many years, the Director of Financial Aid was also the Director of EOPS, and the integration of services has been maintained. The Financial Aid office schedules all aid recipients, including EOPS students, to participate in individual interviews with a Financial Aid staff member when their awards are delivered, and both the initial award and later disbursements are tied to academic planning and counseling. (JoLynn Samuelson, EOPS Director, 5000 Rocklin Road, Rocklin, CA 95677, (916)624-3333.)

Pasadena City College. There is excellent cooperation between the Financial Aid Director and staff and the EOPS program. The Financial Aid staff are very knowledgeable about EOPS eligibility requirements and EOPS services. The key to this excellent relationship is the EOPS financial aid position and the person who fills it. The placement of this position is clearly an EOPS function which interfaces smoothly and efficiently with both EOPS and Financial Aid. The person who fills this position is experienced, sensitive and knowledgeable regarding both programs. Further indication of this beneficial relationship is the EOPS Director's participation on the Financial Aid policy committee. (John Hardy, EOPS Director, 1570 East Colorado Boulevard, Pasadena, CA 91106, (213)578-7123.)

Los Angeles Mission College. In response to difficult financial aid eligibility and disbursement procedures in the district, EOPS staff and financial aid staff at the college designed a textbook loan program for EOPS students that enabled them to obtain textbooks during the first critical weeks of the semester. (Tyree Wieder, Dean of Administration, Acting EOPS Director, 1212 San Fernando Road, San Fernando, CA 91340, (818)365-8271.)

Chaffey College. Coordination of financial aid and EOPS services is particularly efficient. The Supervisor of Special Services who directs both financial aid and the EOPS operations is very knowledgeable about both. She has carefully separated responsibilities for the two areas. All eligibility determination, including documemntation of status, is handled by the Financial Aid staff alone, but communication with EOPS staff occurs regularly, especially during weekly staff meetings. (Jenny Dannelley, EOPS Supervisor, 5885 Haen Avenue, Alta Loma, CA 91701 (714)987-1737.)

800. Staff Development and Training

Activities are designed to improve the skills, knowledge, and experience of EOPS staff and college staff and faculty in their relationships to EOPS so that students may be guaranteed the highest quality EOPS services. In most cases, this amounts to improving the technical competence of EOPS staff and general

levels of awareness of college staff and faculty.

Various EOPS staff foster an awareness of EOPS on campus. The director at some colleges is a member of faculty or administrative councils which consider campus policies and services as a whole. Understanding of EOPS and integration of EOPS services are greatly enhanced under such circumstances. On some campuses, EOPS representatives--peer advisors, the counselor, the EOPS Director--visit faculty forums and individual classrooms to promote EOPS and its students.

OPR teams found that EOPS staff training is most often the responsibility of the EOPS Director. Unfortunately, many programs were too understaffed to provide extensive initial training for new peer advisors, tutors, or other staff. Individuals simply learned their responsibilities on the job, under the tutelage of an experienced peer, tutor, secretary, or counselor. In the most effective programs, comprehensive and recurrent training is provided for all staff members, not simply for neophytes. Directors and counselors upgrade their knowledge and skills by attending local, regional, and state conferences. peers, tutors, and other personnel attend frequent and regular training sessions that build practical and specialized skills throughout the school year. Training programs for EOPS student workers are sometimes structured as classes for which the participants may receive college credit.

There were few programs reviewed during 1985-86 that had specifically designed and conducted training programs for EOPS personnel. One program had developed quite commendable inservice activities:

Merced Community College. An outstanding feature of the Merced EOPS program was the inservice package provided to EOPS staff in 1984-85. The inservice came at a time when the program was in flux and served to focus staff and to inspire them with a refreshed sense of mission. The inservice included an overview of the EOPS history and philosophy, EOPS goals at Merced, time-management training, stress management, and an introduction to local community social service agencies. One EOPS staff said that the inservice "brought the staff together and made us aware of what EOPS was designed to do." (Willie Webb, EOPS Director, 3600 "M" Street, Merced, CA 95340, (209)384-6000.)

The Personal Touch

The program components which encompass EOPS activities do not fully describe the essence of EOPS itself. Some aspects of EOPS do not neatly fit a budget category or planning component. By and large, these relate to human factors which enrich the program: the dedication, care, and attention that staff members give to students and that students offer to one another. The following student comments represent many that were made on OPR questionnaires or in interviews:

> They're fabulous. I know that I wouldn't have made it without them...they said to me, "Hang in there lady, it's worth it." I never thought there were people who cared until I came to this college. I always felt like an appendage. Here, people know me by name and care and have brought out the person who was hiding. (Student at De Anza College)

> The staff helped me believe in myself, that I can make it through my classes. When I'm down, the staff build up my confidence. I enjoy talking about my problems and accomplishments, and this helps me succeed. (Student at Riverside City College)

> They've given me support and a chance, knowing that if I need help they'll be there. The people in EOPS are very nice, patient, and willing to help. And really that's all a lot of people need is to know that someone is there for them. (Student as Merced College)

> EOPS helps me keep my goal in sight and with their help I know I can reach it. (Student at Cosumnes River College)
>
> When I first got here, I almost failed and dropped out, but they helped me and gave me advice about what to study and how to study. I didn't know about American schools, but with their help, I did alright. (Student at Golden West College)
>
> The personal attention of staff puts the students in a positive mode. It makes them feel that somebody really cares instead of the students feeling like they are outcasts. When student go to EOPS for help, they come out feeling like they belong. (Student at Lassen College)
>
> EOPS helps us most with the big "necessities." Without this help many students couldn't study--for example, me. Thanks! (Student at Skyline College)
>
> Peer counselors have been extremely informative and helpful, taking an interest in me as a person. Anytime I have had a problem and brought it to the peer counselors, they have made an attempt to solve it or help me solve it. (Student at Mt. San Antonio College)
>
> It's kind of like having a personal trouble shooter...it's nice to have somebody to come to if you have a problem. (Student at Moorpark College)
>
> The staff is extremely helpful. They go out of their way to help straighten out problems and answer questions. (Student at Los Angeles Harbor College)
>
> The staff pulled together their personal resources, their knowledge of the community, everything they had to offer. They <u>believed</u> in me! (Student at San Joaquin Delta College)

The caring environment of an EOPS program often stands in sharp contrast to the impersonality of the regular college milieu. Individualized, honest, caring attention makes adjustment to college life and its attendant problems easier for

students who might otherwise feel isolated and insecure. This attention provides a base upon which the more visible, concrete EOPS services can be built.

Chapter 3

HOW CAN EOPS BE IMPROVED?

The question of how to improve EOPS will be addressed through an examination of the recommendations presented in the 30 OPR reports prepared during 1985-86. A summary of the recommendations most frequently made by OPR teams allows some generalizations to be formed about deficiencies these programs share.

For this annual report, all OPR recommendations have been classified according to the eight program components, 100 through 800. The management component, 100, has been further divided into more focused topic areas which include such issues as general program administration, the campus awareness of EOPS activities, the EOPS Program Plan, and compliance issues. General program administration accounted for the greatest number (61) of the total 256 recommendations. Lack of compliance with Title 5 "over and above" requirements led to the next highest number of recommendations, 37. Problems with outreach and recruitment activities drew 29 recommendations, and counseling and image/awareness issues each brought 22 suggestions for improvement.

Table 2 at the end of this chapter displays the entire set of 1985-86 OPR recommendations by college program (identified by number). From this listing, one can observe the interrelationships that commonly exist among recommendations given to an individual college. The following discussion expands upon the fourteen categories of recommendations, presenting a more

complete view of the problems identified by the last year's Operational Program Reviews.

Program Administration

This category includes a broad spectrum of activities pertaining to the administration and daily operation of EOPS programs. Twenty-seven of the 30 programs received at least one recommendation within this category. While a large number of topics were addressed, four themes in particular had relevance: documentation/accountability, staff positions, role responsibilities, and staff meetings.

The most prevalent deficiency was the failure of programs to properly document EOPS activities and services. A typical OPR recommendation in this area suggests that, "Efforts be made to provide more thorough documentation of EOPS services and to better coordinate documentation with other student services."

In many of these instances, programs would fail to maintain documentation in a central record-keeping system. Pieces of information might be found in various files or at various campus locations, hindering the coordination of services and impairing management efficiency. Documentation difficulties frequently pertained to student monitoring (the record of contacts with students to assure their continued academic progress), tutoring (demonstrating the extent of tutoring services and/or their "over and above" nature), and outreach/recruitment (indications of contacts, follow-up, and effects).

In some instances, an overabundance of data overwhelmed system capabilities. In one case, an enormous amount of redun-

dant paperwork tended to hinder office operations. Another EOPS program had developed a computer data management system for which there were no computer programs to analyze the data, and the computer routines which were used were not needed for making decisions within the program.

Another prominent theme within program administration recommendations relates to EOPS staff positions. Several recommendations suggested the need for a full-time certificated EOPS Director and/or counselor. Many times the OPR teams noted a need for full-time clerical assistance, typically in programs which had attempted to satisfy clerical needs with what had become a "revolving door" of part-time student workers. Occasionally, the OPR recommendations cited personnel positions that were listed in the Program Plan but which had not been filled. Absence of these budgeted staff positions was often directly associated with proposed activities that were either not being performed or were being performed poorly, or with difficulties in district hiring procedures.

Recommendations which related to personnel role clarification were fairly routine, directing programs to document and to update staff functions already being performed. For example, "The job classification for the EOPS Secretary should be upgraded to reflect the level of activities performed in the position." In other instances, the recommendations called for clarification: "The role responsibilities of the new EOPS Program Assistant should be more clearly defined and those responsibilities should be explained to the entire staff."

One set of recommendations dealt with staff meetings. More specifically, seven EOPS programs were remiss in either not holding staff meetings at all or holding them on such an irregular basis that the meetings were deemed ineffective. The OPR teams did not stress staff meetings per se, intending rather that the staff meetings be used to resolve larger issues in the program such as the need to improve staff interrelationships or their understanding of program activities.

Image/Awareness

In the 30 Operational Program Reviews conducted in 1985-86, recommendations were made to 19 programs to improve the image and campus awareness of EOPS. In its most general case, the recommendation was stated in the following form: "Steps should be taken to ensure that the college community more clearly understand the nature of EOPS, its clientele, and the full range of services available." In many cases, the recommendation more directly suggested that the campus staff and faculty be informed about EOPS eligibility criteria. Such recommendations generally emerged at colleges at which an inappropriate understanding of the type of students to be served by the EOPS program led to a general referral of any and all minority or limited-English students to the EOPS office.

The lack of campus awareness about EOPS was sometimes complicated by a negative image, that is, a misinterpretation of the EOPS functions or the constituency of the program. In a few cases, there was a generally held mistaken assumption that EOPS served only minority students or students with academic deficien-

cies. Countering this perception, one EOPS Director noted that "Just because our students don't have money doesn't mean they're dumb."

Occasionally, the recommendations about EOPS awareness were responses to very localized situations. For example, in several cases, misunderstandings by the financial aid office staff inappropriately affected EOPS program operations. In another case, the OPR team felt that EOPS had been so operationally incorporated into another college unit that it had almost lost its unique identification entirely. And at three colleges, the OPR reports suggested that the EOPS program had done an inadequate job communicating to its own eligible students the nature of the program and of its services.

Common recommendations in this area suggested actions that an EOPS program could take to improve its image and to increase campus awareness: development of promotional materials, publication of a regular newsletter, and presentation of inservice programs for college faculty and staff.

Coordination with College Services

Three of the programs reviewed during 1985-86 were given recommendations regarding the coordination of EOPS and other college services. In these cases, the review teams found EOPS programs working in relative isolation from the rest of the campus, often duplicating services available more generally elsewhere. Some recommendations suggested simply that EOPS build positive working relations with other units on campus, while other recommendations were quite specific about ineffective

coordination. One suggestion was directed toward improving operations with the college business office and the bookstore; another suggested that the EOPS program utilize existing campus databases.

Program Plan

Thirteen programs were given recommendations that dealt with the EOPS Program Plan. These recommendations were of two types: those related to activities and those related to staff functions. In the first type, the review team found that the EOPS program was either not implementing activities listed in the plan or that the program had implemented quite appropriate activities which had not been listed in an approved plan. The second type of recommendation was directed to cases in which staff who were performing EOPS duties were not shown in the plan, or the plan did not accurately describe the duties the staff actually performed, or EOPS staff shown in the plan did not perform EOPS duties to the full extent of their EOPS funding.

Advisory Committee

EOPS programs are required to establish representative Advisory Committees that assist in program advisement and review. In six cases, recommendations in this category reaffirmed the need to form a committee where none existed or the committee had become inactive. In seven cases, recommendations dealt with membership of the Advisory Committee and the need to clarify its role.

Compliance with "Over and Above" Requirements

EOPS Title 5 regulations make clear that the college may not charge EOPS for services to EOPS students that the college regularly and routinely provides to other college students. That is, EOPS funds may not be used to supplant regularly funded college programs. Services provided by EOPS must be "over and above" what is available elsewhere on campus. Twenty-one of the 30 programs reviewed had recommendations which were directed toward failures to comply with this "over and above" standard. They accounted for a total of 36 recommendations. A typical recommendation in this category was: "The EOPS Director should reexamine the extent of EOPS specific duties performed by the Financial Aid Coordinator. EOPS funding of this position should be adjusted accordingly."

In some cases, there may have been questions about the "over and above" application to entire services such as counseling or tutoring, and the colleges were directed to reexamine the services and bring funding into line with state regulations.

Space

Ten programs--one-third of those reviewed last year--were found to have inadequate space for EOPS services. Some EOPS offices were found to be so jammed with professional staff, peer advisors, and students that people and things literally had to be moved each time a file drawer was to be opened. The OPR teams made 12 recommendations in this area. Five of the recommendations were of a general nature, referring to a need for more adequate and constant space. In seven programs, recommenda-

tions noted specific problems for counselors and peer advisors who operated in cramped spaced that afforded insufficient privacy for academic or confidential personal advisement.

Outreach/Recruitment

Twenty-five programs received a total of 29 recommendations concerning outreach and recruitment activities in 1985-86. Approximately half of these recommendations directed programs to develop or to improve a the program's recruitment plan. These were for programs which either did not have a recruitment plan or which were operating with a plan that simply did not work. An example of a recommendation made to these programs is: "A concrete and comprehensive written recruitment plan should be developed and implemented." In some instances, the review team was so appalled by the lack of EOPS recruitment that even greater specificity was offered in the recommendation: "EOPS should develop a written recruitment plan that includes the identification of specific target populations, specific strategies for reaching them, a system for documenting individual contacts, and appropriate follow-up procedures." Another kind of recommendation related to the development of a more EOPS-specific plan, indicating concern that the EOPS recruitment effort was not distinct from the general college recruitment program.

The remaining 13 recommendations in this area indicated specific target populations which had not been adequately recruited by EOPS. It is important to note that there are essentially three arenas for recruitment: among students already present on the college campus, among students in high schools,

and among participants in other community agencies. The following indicate the diversity of emphases in these recommendations:

> EOPS staff should develop new strategies for identifying and contacting individual, potentially eligible students, especially at the local high schools.
>
> Measures to expand on-campus recruitment should be explored.
>
> A structured EOPS recruitment component that includes high school and community recruitment and follow-up activities should be developed and implemented.

Instructional Development

All seven of the recommendations directed toward EOPS instructional development were related in some way to tutoring activities. Four of these recommendations offered general suggestions for improving the administration of tutoring as an EOPS function. The typical recommendation asked that more systematic methods be developed for identifying unique EOPS tutorial needs and for monitoring both the delivery of tutoring services and student progress. The primary concern was that EOPS provide tutoring that is clearly an "over and above" service. OPR teams commonly suggested that EOPS tutorial referral and follow-up procedures be strengthened and that EOPS students be provided access to tutoring hours beyond those made available to the rest of the college. Finally, three recommendations within this category were clear admonitions to the EOPS programs to reexamine their operations and, where appropriate, to limit EOPS funding of tutorial services to correspond more closely to the actual use of those services by EOPS students.

Counseling

The 1985-86 Operational Program Reviews offered 22 recommendations related to counseling. These recommendations are of three kinds: some suggest implementing counseling practices or augmenting those which already exist, others call for more complete job descriptions for the counselors, and a third set are directed toward improving specific counseling procedures.

Ten recommendations were made to implement counseling activities. The most straightforward directed that a counseling component be established as part of the program. The most frequent recommendation in this category was that a full-time counselor be hired for the EOPS program. OPR teams found in all too many cases programs that could not provide adequate services with a part-time counselor.

Four recommendations called for clarification of the counseling role. For example, at one college it was recommended that "A detailed, written definition of the EOPS Counselor's duties be developed and implemented." At another college, the OPR team concluded that "The appropriate role of EOPS peer advisors should be reevaluated and the Coordinator should ensure more thorough supervision of peer advisors."

Eight recommendations referred to specific deficiencies in counseling procedures. Three reports suggested that academic counseling should be a mandatory EOPS function, and should include a specific plan for regular student contacts. OPR teams also made special mention of monitoring students' academic progress. "Efforts to solicit faculty feedback on academic

progress of EOPS students should be increased. Follow-up on nonresponse should be systematic."

Transition

Five recommendations were presented in this year's Operational Program Reviews for improving the transfer and transition activities within EOPS programs. These ranged in specificity from general suggestions to very situation-specific directives. Most commonly, they stated, "The EOPS Director should design and implement a systematic transition component that specifies transition activities and methods for documenting and following up." Several recommendations also discussed employment transition as an important EOPS concern.

Special Activities

The seven recommendations related to special activities focused on the provision of child care services and the administration of the CARE program. In some instances, the OPR teams reaffirmed the existence of critical child care needs among EOPS students and directed the EOPS staff to explore the child care needs of their student population. "The need for child care for EOPS students should be evaluated, and if a significant need is found to exist, viable child care alternatives on campus and in the local community should be explored."

Several recommendations concerned EOPS/CARE management issues such as lines of authority, communication, and the project budget.

Financial Aid

Of the nine recommendations related to financial aid, four dealt with particular aspects of the local EOPS program, and five focused on the issue of EOPS eligibility determination. Several directed EOPS and the financial aid office jointly to improve procedures. Two recommendations called for the timely identification of eligible EOPS students. In one instance, the problem lay with deficiencies in financial aid procedures, and in another with the EOPS Coordinator's role in the process. "The Financial Aid Program Specialist should identify all EOPS income eligible students and should, in a timely manner, send a list of those students to the EOPS Director."

Staff Development

In thirteen of the 30 programs reviewed, OPR teams found deficiencies in the way in which staff development was conducted. This may, in fact, underestimate the number of recommendations related to staff development because several programs were also cited under the program management category as not having regular staff meetings. This is clearly an area where many EOPS programs are in need of improvement.

The recommendations generally asked that formal inservice training activities be established within EOPS programs. They delineated areas requiring particular attention, such as understanding EOPS and college-wide regulations and procedures, familiarity with the EOPS Program Plan and with staff roles, and understanding distinctions between EOPS and financial aid responsibilities. An example of such a recommendation is that

"The EOPS Coordinator should familiarize EOPS staff with the entire Program Plan, their roles within the plan, and Title 5 guidelines. Specific training should be provided when needed."

Several staff development recommendations were directed towards specific groups. There were four recommendations about training for peer advisors and two recommendations related to tutors. These positions, generally filled by students, have a high turnover rate, and the need for systematizing training procedures and for specifying role responsibilities was typically recognized in the recommendations.

Table 2

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 22*

100: Management

Program Administration. An accountability system to document service contacts and program's effectiveness should be designed and implemented.

EOPS should offer program services to all eligible students, whether or not they are receiving EOPS grants.

Compliance with "Over and Above" Requirements. EOPS Director should reexamine the extent of EOPS specific duties performed by the Financial Aid Coordinator, Financial Aid Technician, and Steno/Clerk Typist positions. Funding should be adjusted accordingly.

Funding of most tutoring for EOPS students should be discontinued as is does not differ from general college tutoring.

Image/Awareness. Efforts to increase campus awareness of EOPS should be made.

Advisory Committee. EOPS Advisory Committee should be redesigned in terms of its mission and composition; membership should be broadened.

200: Outreach/Recruitment. Recruitment activities should be expanded to reach eligible population on campus and adult population in the community.

400: Counseling. A full-time counselor should be hired; academic counseling should be made mandatory for all EOPS students; they should be granted priority registration.

All students should be assessed to determine their competency level in English, and these data should be used as a basis for academic counseling.

Efforts to solicit faculty feedback on academic progress of EOPS students should be increased. Follow-up of nonresponse should be systematic.

500: Transition. A system for identifying and servicing transfer-oriented students should be developed.

* There were 21 OPR's reported on for 1984-85. College numbering continued the previous sequence.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 23

100: Management

Program Administration. All EOPS staff should report directly to the EOPS director regarding their EOPS activities and responsibilities.

All services provided to EOPS students should be systematically documented and centrally located.

Advisory Committee. The purpose of the EOPS advisory committee should be clarified; members should represent appropriate constituencies and be active in program design and review.

Program Plan. All activity and outcome statements should be reviewed and revised to reflect appropriate program activities.

Image/Awareness. EOPS should take steps to inform the college community and its own students of the range of services provided by EOPS. College faculty and staff should be familiarized with EOPS goals and services.

Compliance with "Over and Above" Requirements. College staff who are not directly involved in over-above services should be removed from the plan.

EOPS should limit its support of financial aid personnel to those services that are not otherwise provided by the college.

200: Outreach/Recruitment. EOPS should design and implement an activity that will identify and recruit potential EOPS students, both on and off campus.

300: Instructional Development. The program should limit its funding of tutorial services to EOPS students and to tutorial services not otherwise provided by the college.

400: Counseling. The counseling time funded by EOPS should be limited to EOPS students and it should be different than counseling provided by the college.

500: Transition. The program should design and implement a systematic method to identify EOPS students with transition goals and focus transition services on them.

800: Staff Development. EOPS director should familiarize EOPS staff with the entire program plan and Title 5 regulations. Further, the program should provide college faculty and staff with an inservice to familiarize them with EOPS goals and activities.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 24

100: Management

Program Plan. EOPS director, with input of staff, should develop a program plan that reflects current program objectives and staff responsibilities.

Coordination with College Services. EOPS should continue to build positive working relationships with other divisions on campus and coordinate with them when planning and implementing program services.

Image/Awareness. An inservice for campus faculty and staff to familiarize them with EOPS goals and services should be developed and implemented.

Compliance with "Over and Above" Requirements. The EOPS monitor position should be revised to reflect actual duties performed by this position and a more appropriate set of educational and professional qualifications.

300: Instructional Development. Separate facilities should be sought for group tutoring to facilitate an appropriate learning environment; inservice should be provided to tutors.

500: Transition. A transition component which would encompass both academic and employment transition should be developed and implemented.

600: Special Activities. Child care services should be continued at a level which meets students' needs.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 25

100: Management

Program Administration. The line of authority over EOPS should be clarified; all EOPS staff should report directly to the Assistant Dean of EOPS. All services delivered to EOPS students should be fully and accurately documented.

A stable position should be created to provide clerical support for the EOPS program.

Compliance with "Over and Above" Requirements. EOPS staff should perform EOPS specific duties and activities that are in proportion to the extent of their EOPS funding.

EOPS' support of tutoring activities should be limited to those services that are over-and-above those available to any other student.

Image/Awareness. A concerted, ongoing effort should be made to inform college community of EOPS goals, activities and clientele.

EOPS should inform eligible students of EOPS guidelines and student responsibilities. Staff should take steps to ensure that all EOPS students be made aware of the full range of EOPS services and that those services be made available to them.

Program Plan. The program plan should more accurately reflect program activities, the number of staff, and staff responsibilities.

200: Outreach/Recruitment. An off-campus recruitment activity which focused on high school and community agencies should be designed and implemented.

400: Counseling. A system for monitoring academic progress should be designed and implemented.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 26

100: Management

Program Administration. A full-time professional counseling position should be maintained.

EOPS Director should budget more Part C money for book grants and consider increasing the amount of the book grants.

Coordination with College Services. EOPS staff should work together with the Business Office and the book store to simplify the book voucher procedures.

EOPS should fully utilize existing program and campus databases to identify EOPS student needs which might be addressed by specific EOPS program activities or by referrals to existing campus services.

200: Outreach/Recruitment. EOPS staff should develop new strategies for identifying and contacting individual, potentially eligible EOPS students, especially at local high schools.

A means of assessing the effectiveness of EOPS recruitment efforts should be developed.

400: Counseling. There should be regular, mandatory contacts between EOPS students and the EOPS counselor for the purpose of increasing student retention.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 27

100: Management

Program Administration. Efficient data management procedures and clear job descriptions should be developed.

EOPS Peer Advisors should assist with functions such as recruitment, orientation, intake, and academic follow-through.

Image/Awareness. Procedures to foster greater awareness and a more positive image of EOPS should be initiated.

Compliance with "Over and Above" Requirements. Only the proportion of time spent by EOPS staff exclusively on EOPS functions should be paid by EOPS.

Program Plan. The program plan should more accurately reflect the duties which are assigned to EOPS personnel.

Space. Additional space should be provided for peer advising activities.

The EOPS office should be clearly identified in order to reduce confusion for those seeking services and to prevent unnecessary distractions for EOPS staff.

Advisory Committee. An EOPS Advisory Committee should be established to include EOPS staff, college staff and students, and community representatives. The committee should play an active role in forming EOPS policy.

200: Outreach/Recruitment. An organized and concerted effort should be made to recruit EOPS eligible students on campus and in local high schools.

400: Counseling. EOPS staff should devise a more efficient procedure for setting preliminary counseling appointments to avoid unnecessary delays.

Counseling activities should provide a thorough and balanced view of both transfer and vocational options available at the college.

Instructors' reports should be used to monitor students' academic progress.

600: Special Activities. A more efficient procedure for distributing book vouchers should be devised to avoid unnecessary delays.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 28

100: Management

Program Administration. Efforts to provide more thorough documentation of EOPS services and to better coordinate documentation of other student services should be made.

Image/Awareness. A focused effort to inform EOPS students of EOPS services should be made.

A college staff development program to familiarize staff and faculty with EOPS should be designed.

Program Plan. All EOPS staff positions in the program plan should be reviewed for the actual extent of EOPS specific activities; funding should be adjusted accordingly. Positions that do not perform any EOPS specific functions should be removed from the plan.

Space. More adequate and stable space should be made available to the program.

Private areas should be set aside for peer advising.

Advisory Committee. The district should officially recognize the EOPS Advisory Committee.

Membership of the committee should be expanded to represent EOPS students, college faculty and staff and community social service agents.

200: Outreach/Recruitment. A structured EOPS recruitment component that addresses recruitment needs on campus and in the service area should be developed and implemented.

300: Instructional Development. A more systematic method for identifying tutorial needs and monitoring the delivery and progress of EOPS tutoring should be developed and implemented.

400: Counseling. Counseling services should be supplemented by an EOPS counselor who would be responsible for academic and retention counseling of EOPS student and who would report directly to the EOPS Director.

700: Financial Aid. The distinction between EOPS and financial aid should be clarified.

800: Staff Development. EOPS Director should develop and implement and EOPS inservice that clarifies the distinction between EOPS and financial aid and that specifies the appropriate roles of EOPS staff.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 29

100: Management

Program Administration. The position of EOPS Director should be made a certificated position in order that the program be in compliance with legislation and that the position maintain its autonomy within Student Services.

The role responsibilities of the new EOPS Program Assistant should be more clearly defined and those responsibilities should be explained to the entire staff.

Student Services departments who occupy common office space should arrange for a skilled, reliable clerical support person who is able to maintain regular, predictable office hours in order to bring stability and continuity to basic daily office routines.

EOPS staff should continue their efforts to organize and update student files and a system which ensures that files are regularly maintained should be implemented. Files should include a more thorough and consistent documentation of counseling services.

Compliance with "Over and Above" Requirements. EOPS and the Learning Resources Center should cooperatively develop and implement a plan to provide "over and above" tutoring services for EOPS students commensurate with the level of EOPS funding for the tutoring program.

200: Outreach/Recruitment. Recruitment efforts should be confined to identifying and recruiting potentially EOPS eligible students.

400: Counseling. Working within the District's fiscal constraints, an EOPS counseling position should be certificated.

600: Special Activities. Procedures for projecting CARE child care reimbursements should be reevaluated and revised to minimize the possibility of budget shortfalls or excesses at the end of the year and to assure the fairest distribution of funds to CARE clients.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 30

100: Management

Program Administration. A system to document EOPS professional counseling, career testing outcomes, tutoring and recruitment contacts should be developed and implemented.

Regular staff meetings to include all staff should be held.

Image/Awareness. EOPS coordinator should familiarize the college community with the goals and services of EOPS and clarify the distinction between EOPS and financial aid.

Compliance with "Over and Above" Requirements. The EOPS coordinator's role and the EOPS secretary's role in college tutoring should be reviewed for their appropriateness. EOPS and college funding of these positions should be adjusted accordingly.

The position of financial aid clerk I should be reviewed for its EOPS specific functions. Funding of the position should be adjusted accordingly.

Space. Private areas should be created in the EOPS office for confidential EOPS counseling.

Advisory Committee. An EOPS Advisory Committee should be formed and the purpose of the committee should be clarified. Membership should be broadened to include community representatives as well as college faculty, staff and students.

200: Outreach/Recruitment. A recruitment component that targets an appropriate EOPS likely population, clarifies staff responsibilities and includes procedures for follow-up should be designed.

Recruitment activities on campus should be further developed.

400: Counseling. The responsibilities of the EOPS liaison counselor position should be defined.

800: Staff Development. EOPS coordinator should familiarize EOPS staff with entire program plan, their roles within the plan, and Title 5 guidelines. Specific training should be provided when needed.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 31

100: Management

Program Administration. The job classification for the EOPS administrative secretary should be upgraded to reflect the level of activities performed by the position.

EOPS Director should conduct regular EOPS staff meetings that include all staff.

Image/Awareness. EOPS Director should develop and implement a college staff development activity to familiarize college staff and faculty with EOPS goals and activities.

Program Plan. EOPS Director should review the EOPS contributions of all staff included in the program plan. Positions which do not perform EOPS specific functions should be removed.

Compliance with "Over and Above" Requirements. The concept, purpose, and activities of the Educational Service Centers and the appropriate role of EOPS within that context should be reviewed. The activities of Center staff should be reviewed for the extent of their EOPS specific activities and EOPS funding of the positions should be adjusted accordingly.

The activities of the financial aid award interviewer positions should be reviewed and funding of these positions adjusted accordingly.

200: Outreach/Recruitment. EOPS Director should develop and implement an EOPS specific recruitment component and take an active role in the delivery of this component.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 32

100: Management

Program Administration. A full-time, certificated Director should be identified as soon as possible and the status of that position should be clearly explained to college administrators, faculty, and staff.

The EOPS counseling position should be filled as soon as possible.

Compliance with "Over and Above" Requirements. The level of funding of the EOPS Clerical Assistant position should be in direct proportion to her EOPS specific duties.

EOPS funds designated for an EOPS counselor should be used to fund the vacant EOPS counseling position and not to fund a non-EOPS counselor.

Program Plan. All activity and outcome statements should be reviewed and revised to reflect appropriate program activities. College staff who are not directly involved in "over and above" services should be removed from the plan.

Space. Adequate office space, to allow privacy, storage space and security, should be provided for the EOPS program.

Advisory Committee. An EOPS Advisory Committee should be established and its purposes clarified. Members should represent appropriate college and community constituencies and should be actively involved in program design and review.

300: Instructional Development. EOPS staff should develop procedures to determine the tutoring needs of EOPS students and ensure that they receive tutoring services which are commensurate with the amount of EOPS funding. Services provided should be "over and above" those provided by the college to all general students.

Complete records should be kept of EOPS tutoring services to be used not only for accounting purposes, but also for academic advising.

600: Special Activities. Lines of authority and communication between CARE project staff and the rest of the EOPS staff should be clearly articulated. The CARE project should maintain its distinct purpose of providing special services and not become simply a support unit for the Women's Center.

700: Financial Aid. The Financial Aid Program Specialist should identify all EOPS income-eligible students and should, in a timely manner, send a list of those students to the EOPS Director.

Students who participate in the EOPS Summer Readiness program should not be granted direct financial aid unless they meet EOPS income and unit eligibility criteria.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 33

100: Management

Program Administration. The position of EOPS Director should be made full-time.

EOPS Director should define and clarify EOPS roles, lines of authority and line of reporting within the program.

Coordination between EOPS staff should be more formal and systematic.

Roles and activities of EOPS Peer Advisors should be reviewed and restructured in such a way that maximized services to EOPS students.

Image/Awareness. A college inservice to familiarize staff and faculty with EOPS goals and activities should be developed.

Compliance with "Over and Above" Requirements. The extent of EOPS specific functions performed by the Financial Aid Advisor should be reviewed and the proportion of time assigned to EOPS adjusted accordingly.

The program should discontinue funding of EOPS Peer Advisors who do not perform EOPS specific functions.

The EOPS financial commitment to tutoring should be examined and redesigned to reflect Title 5 guidelines.

Program Plan. The Financial Aid Clerk position should be removed from the plan and funding of this position should be discontinued.

The entire EOPS plan should be reviewed for comprehensiveness and accuracy of activities and staff positions.

Advisory Committee. Membership of the Advisory Committee should be broadened to include students, community representatives, high school representatives, faculty, staff and administrators.

200: Outreach/Recruitment. EOPS Director should develop and implement an EOPS specific recruitment activity which would include local high schools, community agencies, and the college campus.

800: Staff Development. A formal EOPS inservice to include regular staff meetings should be developed and implemented.

Table 2 (cont'd)

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 34

100: Management

Program Administration. Services provided to EOPS students should be more fully documented in student files.

A detailed, written outline of the EOPS counselor's duties and responsibilities should be developed. The necessary steps should be taken to ensure that this outline is understood and implemented by the EOPS counselor.

Image/Awareness. EOPS Director should familiarize the college community with EOPS goals and activities on an on-going basis.

Compliance with "Over and Above" Requirements. EOPS financial commitment to tutoring should be restructured to reflect Title 5 guidelines.

Program Plan. The CARE Coordinator position should be included in the EOPS plan.

200: Outreach/Recruitment. A concrete and comprehensive written recruitment plan should be developed and implemented.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 35

100: Management

Image/Awareness. EOPS should more widely inform the campus faculty and staff regarding EOPS.

Compliance with "Over and Above" Requirements. The extent of EOPS "over and above" services provided by the financial aids person should be determined and EOPS funding adjusted accordingly.

Funding of the instructional component related to the Guidance course should be reexamined.

Space. More adequate space for EOPS tutoring should be identified.

Advisory Committee. EOPS Director should reactivate the EOPS Advisory Committee.

700: Financial Aid. The program should specify the criteria for awarding book loans and make those criteria generally known to EOPS students.

800: Staff Development. A training program for EOPS tutors should be developed.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 36

100: Management

Program Administration. Regular staff meetings to include all staff should be held.

A systematic documentation procedure should be developed and implemented.

Coordination with College Services. Efforts to coordinate services with other students services and instructional support services should be increased.

Image/Awareness. Efforts to inform college faculty and staff of EOPS services and eligibility criteria should be continued.

Compliance with "Over and Above" Requirements. The role of the tutorial coordinator position in providing EOPS specific services should be reexamined and funding of the position adjusted accordingly.

The level of EOPS time and funding for the EOPS specialist position should be adjusted to match the actual level of EOPS specific activities performed by this position.

Funding for the Financial Aid Interviewer position should be adjusted to match the level of EOPS specific activities performed by this position.

Advisory Committee. The EOPS Advisory Committee should be reactivated and its membership broadened. It should be assigned an appropriate role in program development and evaluation.

200: Outreach/Recruitment. The effectiveness of EOPS recruitment activities and follow-up procedures should be carefully examined.

400: Counseling. An EOPS counselor should be hired.

700: Financial Aid. EOPS Director, EOPS Specialist, and Financial Aid Office should work together to expedite early identification of EOPS students and establish procedures to notify other student services and support services staff of EOPS student status in a timely manner.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 37

100: Management

Program Administration. The roles of the part-time counselors should be clearly defined. The structure of their participation in counseling department meetings should be specified.

Regular EOPS staff meetings should be held.

Image/Awareness. Steps should be taken to ensure that the college community more clearly understand the nature of EOPS, its clientele, and the full range of services available.

Compliance with "Over and Above" Requirements. EOPS financial commitment to the tutoring program should be reviewed and restructured to follow Title 5 guidelines.

Space. More adequate EOPS office space should be identified to allow privacy for counseling and a separate service area for EOPS.

Advisory Committee. The EOPS Advisory Committee should be reactivated and should meet regularly.

200: Outreach/Recruitment. Measures to expand on campus recruitment should be explored.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 38

100: Management

Program Administration. The EOPS Director should spend less time on campus-wide activities and more time developing positive interpersonal relationships and understanding among staff and between Director and staff.

Regularly scheduled staff meetings should be held.

The extent to which all of the data currently collected are really needed and used should be examined.

Image/Awareness. The EOPS program name should be more prominently used and the Director should better publicize the program and its eligibility requirements.

Space. More adequate space for EOPS should be identified.

400: Counseling. EOPS and the counseling center should provide a full-time professional counselor for EOPS students.

800: Staff Development. Training of Peer Advisors should be strengthened.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 39

100: Management

Program Administration. Active measures should be taken to distinguish those role responsibilities which are specific to EOPS from other Financial Aid and student services activities.

Additional clerical support for the EOPS program should be hired.

The possibilities of initiating a Peer Advising program should be explored.

EOPS Director should be provided with frequent, up-to-date accounting of EOPS budget expenditures.

EOPS should, as soon as possible, establish mechanized data management procedures which are coordinated with college computerization procedures.

Image/Awareness. Measures should be taken to improve college administration, faculty and staff awareness of EOPS goals and services.

All EOPS students should be clearly informed of all EOPS services and program requirements.

Program Plan. The Accounts Payable, Personnel Assistant, and Accounting Technician positions should be removed from the 1985-86 plan.

200: Outreach/Recruitment. An on-campus recruitment program should be developed.

Current outreach and recruitment activities should be reevaluated and a concerted effort should be made to focus on potentially eligible students.

600: Special Activities. The need for childcare for EOPS students should be evaluated and if a significant need exists, viable childcare alternatives on-campus and in the local community should be explored.

800: Staff Development. EOPS staff should receive appropriate training to assure they remain apprised of all regulation and procedures which relate to EOPS.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 40

100: Management

Program Administration. The 1986-87 EOPS program plan should include a full-time EOPS Director position.

Compliance with "Over and Above" Requirements. Full-time EOPS counselors should limit their counseling to EOPS students only.

200: Outreach/Recruitment. EOPS Director should design and implement a systematic EOPS recruitment component that includes community outreach.

300: Instructional Development. The extent to which the tutorial needs of EOPS students are being met should be reexamined. "Over and above" tutoring of EOPS students should be arranged for if that is deemed appropriate.

700: Financial Aid. EOPS should continue to work with financial aid staff in improving the eligibility determination process, the financial aid awarding procedure, and the timely delivery of EOPS financial aid.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 41

100: Management

Program Administration. A structured, coherent EOPS program should be developed to include: identification of EOPS eligible students; assessment of target population's needs; a written strategy which could realistically meet those needs; activities and services to implement the plan; and documentation and evaluation of the outcome of those activities and services.

Individual student files should be created which would contain at least the minimum documentation required by Title 5 guidelines.

A system for fully documenting all EOPS activities, services and staff time should be implemented.

Image/Awareness. Procedures for informing college faculty and staff about EOPS should be developed and implemented.

Compliance with "Over and Above" Requirements. The Student Assistants funded 100% by EOPS should provide services only to EOPS eligible or potentially eligible students.

Funding of tutoring hours should be limited to only those hours which are "over and above" the hours funded by the District for all college students.

EOPS services should be limited to EOPS eligible students.

Advisory Committee. An EOPS Advisory Committee should be appointed in line with Title 5 guidelines.

200: Outreach/Recruitment. A timely recruitment strategy should be developed which would target potentially EOPS eligible students. These recruitment efforts should be clearly documented and evaluated.

800: Staff Development. The Chancellor's Office should be called upon immediately to provide inservice training for Financial Aid and EOPS staff.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 42

100: Management

Program Administration. A Director for EOPS should be selected and hired as soon as possible.

Compliance with "Over and Above" Requirements. The Student Services Assistant position should be reviewed to determine the extent of its EOPS "over and above" duties; funding of the position should be adjusted accordingly.

Space. Steps should be taken immediately to provide office accommodations which will ensure confidentiality for EOPS counseling activities.

200: Outreach/Recruitment. EOPS staff should develop a focused recruitment strategy which would identify specific target populations and provide systematic procedures to establish direct contacts between EOPS staff and potentially EOPS eligible students.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 43

100: Management

Program Administration. An additional EOPS professional staff position should be created to provide assistance to the EOPS Coordinator.

Program Plan. Written plans for each program component should be developed to include long range goals, short term objectives, appropriate activities and outcomes and means of evaluation.

Space. More adequate space for the EOPS program should be identified.

200: Outreach/Recruitment. A structured EOPS recruitment component that includes high school and community recruitment and follow-up activities should be developed and implemented.

The EOPS program should reinstitute the EOPS Summer Readiness program.

300: Instructional Development. EOPS should strengthen tutorial referral and follow-up procedures.

400: Counseling. EOPS should institute mandatory academic assessment of new EOPS students for advisement purposes.

The appropriate role of EOPS peer counselors should be reevaluated and the coordinator should ensure more thorough supervision of peer counselors.

700: Financial Aid. The procedures which are currently employed to process EOPS grants should be reexamined by the EOPS coordinator and the district director of financial aid.

Table 2 (cont'd)

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 44

100: Management

Program Administration. EOPS should develop a specific plan for identifying and serving the EOPS eligible population at the college.

An appropriate role for the Peer Advisors should be more specifically defined.

Compliance with "Over and Above" Requirements. EOPS Coordinator should reexamine the EOPS financial commitment to tutoring and to the Tutorial Specialist position and bring both into line with the requirements of Title 5.

Program Plan. EOPS Coordinator should review the entire program plan and reconsider those activities which are not currently implemented, revise outcome statements, add the Peer Advisor positions, and delete positions which do not perform EOPS specific or "over and above" services. These include the Study Skills Instructor, the Financial Aids Assistant, the Financial Aids Officer, and the FInancial Aids Secretary.

600: Special Activities. The CARE Coordinator should develop a system which utilizes uniform methodology to identify a dollar amount spent per individual student for child care services.

The EOPS Coordinator should continue to work with the college administration to examine the impact of the Alternate Dispersal System on EOPS students and potential EOPS students.

800: Staff Development. A continuing inservice program should be provided which would help the Peers meet the responsibilities of their role.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 45

200: Outreach/Recruitment. EOPS should develop a written recruitment plan that includes the identification of specific target population, specific strategies for reaching them, a system for documenting individual contacts and appropriate follow-up procedures.

400: Counseling. A detailed written definition of the EOPS Counselor's duties should be developed and implemented.

A system for ensuring that EOPS students utilize the services of the EOPS counselor should be developed.

700: Financial Aid. Review of financial aid calculation sheets should be completed by the EOPS Coordinator within 48 hours of receiving them from the Financial Aids office.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 46

100: Management

Program Administration. The position of EOPS Director should be filled as soon as possible.

Regular staff meetings which include all staff should be held.

Image/Awareness. EOPS Director should design and implement a college staff inservice that clarifies the nature and purpose of EOPS.

Compliance with "Over and Above" Requirements. The entire program should be reviewed for EOPS "over and above" services. Staff should be assigned appropriately and program activities and outcomes should be systematically monitored.

EOPS should limit its funding of tutoring to that which is "over and above."

The "over and above" functions of the Learning Assistance Center Director, the Career Placement Director, the Job Placement Advisor, the Job Placement Program Assistant, the Financial Aid Advisors and the Data Control Clerk should be reviewed; funding of these positions should be adjusted accordingly.

200: Outreach/Recruitment. EOPS should continue to improve its outreach/recruitment component.

400: Counseling. A comprehensive counseling component that ensures professional counseling services tailored to the needs of EOPS students should be developed and implemented.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 47

100: Management

Program Administration. EOPS Director should assess current capabilities of the computer system prior to further computer program development and implementation. The Director should refine the data collection and data input activities based on this assessment.

Image/Awareness. EOPS should reinstitute an EOPS newsletter.

Program Plan. EOPS Director should revise the program plan to more accurately portray actual activities, functions and staff responsibilities.

200: Outreach/Recruitment. EOPS should develop and implement a year-round outreach and recruitment effort to an expanded number of community agencies and centers.

400: Counseling. The Director should increase the amount of time he devotes to counseling and support this with better documentation.

800: Staff Development. A staff development component which includes regular staff meetings and inservice should be implemented so that staff has a broader understanding of general program goals and directions as well as their own individual job responsibilities.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 48

100: Management

Program Administration. EOPS should set up student files which would include documentation of services provided to EOPS students, a student profile, and the student's educational plan.

Regular staff meetings that include all EOPS staff should be held.

Image/Awareness. EOPS should develop materials that describe EOPS program goals, services, current activities, outcomes, and eligibility criteria.

Compliance with "Over and Above" Requirements. The 1986-87 EOPS plan should not include funding for instructional positions that generate ADA for the college.

200: Outreach/Recruitment. A systematic EOPS recruitment component that specifies recruitment activities and methods of documenting and following up should be designed and staffed.

400: Counseling. The 1986-87 EOPS program plan should include a full-time, certificated EOPS counselor position.

500: Transition. EOPS Director should design and implement a systematic transition component that specifies transition activities and methods for documenting and following up.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 49

100: Management

Program Administration. The EOPS Coordinator should develop formal procedures that would ensure the exchange of information between Peer Advisors and Tutors concerning student academic progress.

All basic EOPS documentation should be centralized in individualized student files.

The role of the Peer Advisors should be more specifically defined.

Space. The EOPS Coordinator and the Dean of Student Programs should work with the college administration to identify more effective ways of utilizing EOPS office space and of increasing that space where possible.

Advisory Committee. The EOPS Advisory Committee should include representatives from community agencies, local businesses, and local high schools as well as college students and staff.

200: Outreach/Recruitment. A long-term recruitment plan should be developed and implemented.

500: Transition. The EOPS Coordinator should implement the transfer/transition activities described in the program plan.

800: Staff Development. A training program for tutors should be designed and implemented.

Training and inservice procedures should be developed to improve the Peer Advisors' skills in that role.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 50

100: Management

Program Administration. Detailed job descriptions for the EOPS Recruiters, the Departmental Aide, the Program Assistant, and the EOPS Counselor should be developed and these positions should be filled as soon as possible.

The EOPS Director should design and implement a mandatory EOPS orientation procedure for all EOPS students.

A more specific role for the Peer Advisors should be defined.

Compliance with "Over and Above" Requirements. EOPS should limit its funding of tutoring hours in the Learning Assistance Center to those hours which are "over and above" what the district provides to all general college students.

The EOPS Director should reexamine the two Learning Assistance Center Lab Technician positions for the actual extent of the EOPS "over and above" services they provide and EOPS funding for these positions should be adjusted accordingly.

Advisory Committee. The EOPS Advisory Committee should be expanded to include representatives of social service agencies, local businesses, college staff and EOPS students; the role of the Advisory Committee in the program should be clearly specified.

200: Outreach/Recruitment. The EOPS Director should develop and implement a detailed, written long-term recruitment plan which identifies EOPS likely students both on campus and in the local community and which specifies EOPS staff assignments.

400: Counseling. A system to ensure that all EOPS students have regular contacts with the EOPS counselor should be developed. These contacts should be thoroughly documented.

700: Financial Aid. EOPS should reexamine the current amounts of EOPS grants, establish more specific criteria for setting the amounts and ensure that the criteria are explained clearly to all EOPS students.

800: Staff Development. Training and inservice procedures should be developed in order to improve the Peer Advisors' skills in their role.

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 51

100: Management

Program Administration. A more appropriate classification for the Clerk Typist position should be identified.

EOPS documentation procedures should be refined with an emphasis on individualized student files.

A specific set of responsibilities and tasks for the Peer Advisors should be defined and a training program appropriate to those tasks designed.

200: Outreach/Recruitment. A more systematic high school recruitment plan should be developed and implemented. Staff responsibility for this should be assigned more widely.

Appendix A

Programs Reviewed in 1985-86

Programs Reviewed in 1985-86

Region 1

College of the Siskiyous
Feather River COllege
Lassen College

Region 2

Lake Tahoe Community College
Cosumnes River College
Sierra College

Region 3

Laney College
Merritt College
Skyline College

Region 4

DeAnza College
Monterey Peninsula College

Region 5

Columbia College
Merced College
San Joaquin Delta College

Region 6

College of the Canyons
Cuesta College
Moorpark College

Region 7

Los Angeles Harbor College
Los Angeles Mission College
Pasadena City College
Santa Monica College
West Los Angeles College

Region 8

Citrus College
Golden West College
Mt. San Antonio College

Region 9

Chaffey College
College of the Desert
Crafton Hills College
Riverside City College

Region 10

San Diego Miramar College

Appendix B

Student Demographic Data, Educational Goals, and High School Graduation Status of the 1984-85 and 1985-86 EOPS Student Population

Student Demographic Data
of the 1984-85 EOPS Student Population

		Gender		Age						Ethnicity					
	Total	Male	Female	-18	18-21	22-25	26-30	31-35	36+	White/ Caucasian	Black	Hispanic	Asian/Pacific Islander	Native American	Other/Decline To State
College 1	539	238	301	14	223	102	90	46	62	40	321	40	123	6	21
College 2	221	91	130	0	79	49	38	27	28	109	22	7	78	3	2
College 3	170	45	125	1	54	23	35	27	30	100	33	14	10	6	6
College 4	670	352	318	0	270	163	109	56	72	143	124	61	231	11	100
College 5	74	31	43	0	7	15	15	10	27	39	1	7	15	2	10
College 6	111	68	43	0	21	19	25	23	23	55	4	11	37	4	0
College 7	460	228	232	5	165	120	74	52	44	133	25	57	237	4	4
College 8	331	181	150	3	189	62	34	18	25	173	33	16	81	4	24
College 9	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
College 10	312	169	143	0	128	81	53	25	25	104	16	19	140	0	33
College 11	1024	476	548	5	418	235	136	78	153	805	39	34	99	8	40
College 12	98	56	42	2	57	19	11	3	6	6	1	7	84	0	0
College 13	1084	477	607	30	339	229	197	133	156	434	43	206	347	22	32
College 14	290	126	164	1	147	51	39	23	29	66	42	145	35	2	0
College 15	276	112	164	1	51	51	65	65	42	37	11	192	17	17	2
College 16	274	147	127	8	92	32	40	52	50	19	27	52	160	3	13
College 17	541	294	247	25	298	176	25	13	4	38	18	27	444	2	12
College 18	492	224	268	1	126	141	103	72	49	189	37	192	64	9	1
College 19	100	25	75	0	10	27	14	19	29	64	11	5	10	5	7
College 20	210	54	156	1	42	39	55	37	36	85	60	31	21	4	9
College 21	258	61	197	0	28	39	66	55	70	182	27	42	4	1	2
TOTAL	7535	3455	4080	97	2744	1675	1224	834	960	2821	895	1165	2237	113	318
%		46%	54%	1%	36%	22%	16%	11%	13%	37%	12%	15%	30%	1%	4%

**College unable to provide data.

Student Demographic Data
of the 1985-86 EOPS Student Population

		Gender		Age						Ethnicity					
	Total	Male	Female	-18	18-21	22-25	26-30	31-35	36+	White/ Caucasian	Black	Hispanic	Asian/Pacific Islander	Native American	Other/Decline To State
College 22	441	266	175	2	201	111	58	35	34	43	3	12	350	2	26
College 23	116	32	84	0	25	21	33	18	19	95	7	11	0	2	1
College 24	1212	544	668	11	334	234	219	194	200	415	142	235	368	22	30
College 25	229	91	138	0	80	30	23	29	26	26	122	11	14	0	14
College 26	154	69	85	0	51	51	18	16	18	27	39	35	33	2	18
College 27	215	117	98	0	110	28	24	23	30	61	73	33	42	1	5
College 28	115	35	80	2	39	23	30	11	10	52	12	14	32	5	0
College 29	125	45	80	9	20	30	15	25	26	110	12	3	0	0	0
College 30	176	49	127	0	48	38	36	24	30	53	77	19	22	2	3
College 31	326	141	185	0	96	96	50	50	34	68	89	73	90	1	5
College 32	479	183	296	0	98	97	137	66	81	9	285	22	162	0	1
College 33	365	149	216	6	140	62	65	47	45	49	165	9	123	3	16
College 34	315	161	154	4	79	69	65	54	44	220	12	5	28	47	0
College 35	666	290	376	0	263	140	55	37	50	97	104	91	321	1	52
College 36	50	20	30	0	4	8	8	9	21	4	5	26	5	3	7
College 37	189	62	127	1	28	36	57	31	34	153	1	11	15	6	3
College 38	431	246	185	0	120	104	97	54	56	30	19	23	346	2	11
College 39	49	11	38	0	6	12	13	5	13	41	1	5	2	0	0
College 40	627	348	279	15	204	105	134	96	74	64	91	69	386	9	8
College 41	24	**	**	**	**	**	**	**	**	**	**	**	**	**	**
College 42	33	15	18	0	14	12	4	1	2	12	1	3	15	0	2
College 43	125	27	98	0	20	29	34	22	20	75	11	29	4	4	3
College 44	131	33	98	0	75	23	17	12	4	30	12	89	0	0	0
College 45	21	9	12	0	8	3	3	3	4	14	1	1	3	0	2
College 46	54	17	37	1	6	9	11	10	17	7	10	30	6	0	1
College 47	105	51	54	2	54	25	12	6	6	53	10	20	20	1	1
College 48	434	196	238	2	118	99	89	63	63	105	161	19	144	1	4
College 49	420	176	244	11	87	89	96	65	72	158	71	83	96	2	13
College 50	162	40	122	3	49	46	27	20	17	56	30	39	15	2	20
College 51	182	79	103	2	48	23	33	26	50	134	17	6	13	11	1
TOTAL	7971	3502	4445	71	2425	1655	1463	1052	1100	2261	1583	1026	2652	129	247
%		44%	56%	1%	31%	21%	19%	14%	14%	29%	20%	13%	34%	2%	3%

**College unable to provide data.

Student Educational Goals
and High School Graduation Status
of the 1984-85 EOPS Student Population

	Educational Goals						High School Graduation			
	Total	Vocational	Basic Skills	Transfer	Undecided	Other	High School Diploma	Equivalent	Non-Graduate	No Data Available
College 1	539	172	0	352	18	9	469	9	73	0
College 2	221	19	21	64	3	0	149	17	50	5
College 3	170	41	12	69	16	0	123	21	26	0
College 4	670	24	209	104	261	6	445	22	55	98
College 5	74	6	0	3	2	0	55	8	10	1
College 6	111	8	1	18	4	0	13	12	6	0
College 7	460	155	22	260	23	0	440	15	5	0
College 8	331	12	5	97	3	0	164	14	16	202
College 9	**	**	**	**	**	**	**	**	**	**
College 10	312	103	3	209	0	0	284	9	19	0
College 11	1024	5	5	24	2	2	796	130	86	13
College 12	98	7	0	79	8	37	82	0	4	12
College 13	1084	**	**	**	**	**	**	**	**	**
College 14	290	29	38	87	13	0	174	19	66	31
College 15	276	**	**	**	**	**	**	**	**	**
College 16	274	13	43	37	7	0	**	**	**	**
College 17	541	27	46	101	2	8	199	199	142	1
College 18	492	56	30	145	17	0	354	37	93	8
College 19	100	44	6	29	13	0	67	11	0	24
College 20	210	108	16	66	20	0	154	26	24	6
College 21	258	74	31	141	10	2	194	26	13	25
TOTAL	7535	903	488	1885	422	64	4162	575	688	426
%		24%	13%	50%	11%	2%	71%	10%	12%	7%

**College unable to provide data.

Student Educational Goals and High School Graduation Status of the 1985-86 EOPS Student Population

	Total	Educational Goals					High School Graduation			
		Vocational	Basic Skills	Transfer	Undecided	Other	High School Diploma	Equivalent	Non-Graduate	No Data Available
College 22	441	76	54	311	0	1	334	14	85	8
College 23	116	4	0	10	1	0	87	10	19	0
College 24	1212	65	175	5	17	0	**	**	**	**
College 25	229	6	2	37	1	1	**	**	**	**
College 26	154	113	31	4	6	0	112	0	42	0
College 27	215	6	14	132	2	0	200	2	0	13
College 28	115	3	2	6	0	0	10	2	0	0
College 29	125	9	13	45	6	3	54	18	9	0
College 30	176	**	**	**	**	**	121	27	28	0
College 31	326	35	28	103	4	2	78	17	21	210
College 32	479	138	95	210	34	2	203	127	0	149
College 33	365	91	0	181	61	16	235	14	16	0
College 34	315	221	10	78	3	0	225	50	32	8
College 35	666	15	31	84	3	0	**	**	**	**
College 36	50	10	6	19	9	0	40	7	3	0
College 37	189	38	4	131	10	0	135	26	28	0
College 38	431	50	145	244	11	1	340	21	70	0
College 39	49	11	0	32	0	6	37	3	9	0
College 40	627	273	178	82	77	18	384	81	134	28
College 41	24	1	2	7	1	0	**	**	**	**
College 42	33	8	3	20	2	0	**	**	**	**
College 43	125	55	7	60	3	0	78	28	14	5
College 44	131	40	20	71	0	0	103	14	14	0
College 45	21	2	0	13	0	0	20	1	0	0
College 46	54	9	12	31	0	0	40	5	9	0
College 47	105	4	27	74	0	0	93	8	4	0
College 48	434	17	16	49	1	0	57	6	25	346
College 49	420	56	36	144	18	2	175	30	51	0
College 50	162	42	33	74	6	2	109	21	2	30
College 51	182	22	46	102	12	0	130	20	31	1
TOTAL	7971	1420	990	2359	291	54	3400	552	646	845
%		28%	19%	46%	6%	1%	62%	10%	12%	16%

**College unable to provide data.

Appendix C

Operational Program Review Procedures

(abbreviated)

OPERATIONAL PROGRAM REVIEW HANDBOOK

(FOR TEAM MEMBERS A, B, AND C)

This handbook will explain the purposes and procedures of the Operational Program Review (OPR). It is designed to familiarize OPR team members with the review process and insure that the site visits run smoothly and effectively. The handbook is divided into three parts: an overview of the OPR process; a description of the composition of the three-person OPR team and the general responsibilities of each team member; and a tentative schedule for the program review. In addition, there are supplemental sections for each team member; these describe the specific duties each will perform as a part of the OPR process, and contain samples of OPR forms and other relevant materials.

I. Overview

The Operational Program Review has two purposes:

1. To provide formative evaluation information to EOPS Directors, and
2. To provide data for systemwide descriptions of the EOPS program.

To accomplish this, the review will examine program activities and accomplishments using the EOPS program application as a guide. Specifically, the OPR will address the questions: what has the program accomplished to date; what are the characteristics of EOPS students; what activities are currently being

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conducted and how do these compare with the program plan; and what recommendations might be made to improve program effectiveness?

The OPR will typically take three days. The OPR team will engage in a variety of activities including interviews with staff members and students, review of documents, direct observation of EOPS program activities, and informal discussions with individuals knowledgeable about the EOPS program.

The OPR results will be communicated in two ways:

- A summary of team members' impressions and specific recommendations will be shared with the local program staff and college administrators at an exit interview.
- Subsequently, a written report detailing findings and recommendations will be submitted to the individual college and an information copy will be sent to the CCC Chancellor's Office.

II. Composition and Responsibilities of the OPR Team

An Operational Program Review team is made up of three individuals.

Team Member A, who will function as the team leader, will be responsible for the qualitative review of EOPS activities and accomplishments. This individual will be an external evaluator/consultant with experience in naturalistic research. Relying primarily on questionnaires, observations and interviews, Team Member A will accumulate interview information that sheds light on the program's strengths and weaknesses. Team Member A will be responsible for preparing a narrative section for the final report. This team member will serve as team leader and will have responsibility for compiling the final report.

Team Member B will be an EOPS Director from another college. Team Member C will be a representative from the Chancellor's Office. Team Members B and C will share responsibilities for examining quantitative measures of ongoing EOPS program activities and program accomplishments at the selected college. They will divide the responsibility for interviewing staff and examining records to compare actual activities with the program plan.

While each of the team members has a slightly different responsibility, the success of the OPR depends upon close coordination and interaction among them. The team will meet regularly during the course of the site visit, including informal discussions during the day and formal, structured meetings in the morning or evening. Team members have separate responsibilities, but their final product is a single assessment which embodies their combined insight into the EOPS program.

III. Tentative Schedule

Team members arrive the evening prior to the OPR and will have their initial team meeting that night. The first activities on campus the next day include an Informal Introduction of the team to the EOPS Director and program staff, a Planning Meeting with the program director alone, and a general orientation to the college and the EOPS program. The remainder of the site visit is devoted to interviews, observations, and review of documents. There will be formal or informal meetings of the team interspersed as necessary. The exit interview takes place on the morning of the final day, and the OPR team returns home that evening.

FURTHER GUIDELINES
FOR TEAM MEMBER A

(Excerpted and Edited)

Introduction

These guidelines are to help you prepare for the OPR site visit and to give you some general directions for carrying out the evaluation of the EOPS program once on campus.

In your evaluation you will be focusing on the accomplishments of the program. Specifically you will want to inquire about:

(1) The way in which the program operates and whether this is "appropriate" given the needs of the target population, the available staff and monies, the time available, and similar considerations. Most of the questions about program operation should be directed to staff.

(2) The way in which individuals experience the program. In other words, what impact does the program have on its participants? Thus, most of these queries will be directed to students.

Preparation for the OPR

Before arriving at the site you will receive by mail a copy of the official program plan and two sets of questionnaires filled out by faculty, staff and students (copies of these questionnaires are attached). You should use all three information sources to prepare for your on-site evaluation.

Program Plan

What to do:

- Read the program plan thoroughly to familiarize yourself with program goals and terminology (i.e., local names for generic programs).

- While reading the plan make brief notes of the kinds of activities which have been planned for each component (e.g., "Management", "Outreach", "Recruitment", etc.). Write short questions to yourself if part of the program, as described in the application, is unclear or if its intent is vague to you. Similarly, if some aspect of the program seems particularly interesting, unique, or well thought out, you should make note of this as well.

- Make sure that you read through the Table of Organization which will be included with the plan. Use this to help you identify who will be the best person (or staff position) to answer your questions about the different aspects of the program noted above. You will be able to set up interviews with these individuals at the morning session of the first day of the site visit (see Planning Meeting in the site visit schedule).

Questionnaires

What to do:

- Divide the questionnaires into two piles: faculty/staff and students.

- Analyze the questionnaires as follows:

  1) Faculty/Staff tally: Use Form C-1 (attached) and tally the number of faculty and college staff responding to the questionnaire in terms of their "primary area of responsibility." Do the same for EOPS staff. Then number (on the questionnaire) each respondent by subgroup (e.g., "Administration #1", "Administration #2", "Counseling #1', etc.).

  2) Student tally: Use Form C-2 (attached) and tally the number of students responding to the questionnaire in terms of their "major area of study." Then number (on the questionnaire) each respondent by sub-group (e.g., "Biology #1", "Biology #2", "Business #1", etc.).

For both the faculty/staff and the student tallies, please be sure to answer the questions (at the bottom of the forms) that have to do with how representative your groups of respondents are likely to be. The objective is to see how broad a range of viewpoints are contained in the questionnaires, and whether bias might result because one subgroup is under- or over-represented. If bias is suspected, you will want to make a point of soliciting other points of view when on campus.

Analysis of Questionnaire Responses

What to do:

- Read each questionnaire response carefully.

- Use Forms C-3 and C-4 (attached) to summarize the responses to the questionnaires.

- In the left-hand column of Forms C-3 and C-4 place respondents together by sub-group as determined prior to

the OPR. (That is, try to keep all the counseling staff responses together, etc.) Enter the names of the respondents in the appropriate row of the grid if they have signed their questionnaire.

- Summarize each respondent's answer to all five questions in only a word or phrase and enter in the appropriate blank squares of the grid. (You may leave some squares empty if the respondent did not address the question.) It is helpful if you place an asterisk by comments that seem particularly interesting or potentially worthy of follow-up.

- When you have finished summarizing the responses read through all the grid entries. In doing this there are two things to look for:

-Patterns-

For example,

-- Do you find that most of the respondents answer a question in much the same way? In other words, is there unanimity in how all students experience a program activity or in the good or bad things all staff members say about how a program component works?

-- Are there differences in how subgroups of EOPS staff or students view an issue or component? Are EOPS staff, as an example, happy about a program component and students dissatisfied? Or, does one sub-group of staff say one thing about a component and a second sub-group yet another?

-Unique Items-

-- Responses which are unique because they describe an activity not mentioned elsewhere.

-- Responses which are unique because they offer a different perspective on some activity than has been mentioned by anyone else.

- Jot down any patterns or unique perspectives you have noticed.

- On the basis of your analyses of the questionnaires (and of the questions you have posed when you read the program application) make a list of the kinds of issues (activities, points of view) you wish to discuss with persons on site and a tentative list of staff and students who would seem best suited to answering your queries. If there are specific people to whom you would like to speak, coordinate this request with the local EOPS Director during the Planning Meeting the first morning of the site visit.

- Think about the questions you wish to raise in each of the interviews you will schedule. These are meant to help you probe the issues you have identified as being important for program staff. You will want to focus on how they feel the program operates and whether it does so in appropriate ways. Typical questions might include: "Do you think you are reaching the potential EOPS population?"; "Have you developed the most suitable counseling (outreach, recruitment, etc.) strategy for your areas?" For students you are primarily interested in how they experience the program and what impact it seems to be having on their academic and personal lives. The following are typical questions: "How did you get into the EOPS program?"; "Would you have gone to college without the EOPS program?"; "Have you done better in school than you would have without EOPS?"; "How has the EOPS program helped you in college?"

Reminder:

For the site visit you will have;

1) The program application (with its Table of Organization).

2) Two sets of questionnaires.

3) Forms C-1 and C-2 listing the subgroups of questionaire respondents and how many of each responded.

4) Forms C-3 and C-4, analyzing the questionnaire responses for students and faculty/staff.

5) A list of the kinds of issues (activities, points of view) which you wish to raise while on site with a corresponding list of any program personnel or students you especially wish to interview.

During the Site Visit

Team Meeting. The night before the site visit is scheduled to begin, the team typically will get together to meet each other, review the schedule for the site visit, and discuss individual responsibilities. You will run this meeting as well as supervise all of the activities during the site visit. This would also be an appropriate time to solicit any further background information which other team members may have about either the community college being visited or the EOPS program itself.

Informal Introduction. The EOPS Director will schedule a coffee hour (30 minutes) to provide you and the team with an opportunity to meet the EOPS Staff and chat informally. This

low-key introduction to the program will give the team an opportunity to establish friendly contact with members of the staff.

Planning Meeting. The first formal on site activity is a meeting between all three team members and the EOPS Director. One purpose of this meeting is to determine which students and staff members should be interviewed by Team Members B and C to gather the information that is desired for their part of the OPR review. During this meeting, you as team leader will:

- Review the Site Visit Packet page by page with the EOPS Director.
- Fill in the names on the Table of Organization.
- For each proposed EOPS activity, determine where the information can be obtained and whom should be interviewed.
- Work with Team Members B and C to develop an interview schedule for the rest of the site visit.

You (and/or Team Members B and C) will also:

- Review with the EOPS DIrector the program's accomplishments for each component during the prior academic year.
- Review with the EOPS Director the demographic characteristics of currently enrolled EOPS students.

In terms of your qualitative evaluation role, you should use this phase of the OPR to do five things:

- Get a first-hand overview of the EOPS program from its Director. Team Member A should jot down any issues or questions which emerge from the Director's presentation regarding program activities, staff, community attitudes, and the like.
- Discuss with the EOPS DIrector the list of people to whom he sent the questionnaires. Assess with him/her just how representative the group of returned questionnaire might be of:
  (1) the original group to whom questionnaires were sent, and
  (2) the entire group of personnel and students who are connected with the EOPS program.
- Coordinate with the EOPS Director your own schedule of staff and faculty interviews from the questionnaire responses, so that these people will be available later during the site visit.

- Meet with a program secretary or administrative assistant to arrange scheduling. This time should also be used to discuss informally with him/her general aspects of the EOPS program ("What's it like here?"; "How's it going?") as well as more particular things to be on the lookout for ("The students complain all the time about the counseling center.")

- Obtain from the secretary a complete list of EOPS students that you have been scheduled to interview. Ask about the basis for selecting students and if there is a concern about representativeness. Make a selection of additional students from a full list of the college's EOPS students. In addition, there may be students that you want to interview based on their questionnaire responses. Ask the secretary to arrange these interviews for you.

Campus Orientation. All members of the site visit team will be given a tour of the campus. Use this opportunity to observe and to ask questions about the kind of students being served by the campus, any differences between EOPS students and others on campus, the reputation of the school and the EOPS program, housing for the EOPS program and other signs of administration support or disfavor, etc. In this informal question-asking you are really trying to get a "feel" for the campus and campus life. This will allow you to assess the strengths and weaknesses of the EOPS program in its larger administrative and collegiate context.

Gather and Record Data. Most of your time during the site visit will be taken up by staff and student interviews. Conducting these interviews will be your primary means of collecting the kind of qualitative data about the operation of the program and its impact which is so important for the final report.

Prior to conducting the interviews, remind yourself about the issues and activities you have identified as being important and why you want to talk with each of the scheduled interviewees. Take notes during your interviews and tape-record all those possible. If new topics arise during the course of these interviews which seem pertinent, arrange to talk to others about them.

Be sure to reconvene with Team Members B and C at least twice each day of the site visit to review your early findings and the progress of your efforts. Compare what you are learning with what the others are ascertaining. Changes in either the types of questions you are asking or in the categories of people you are interviewing may follow from this.

From the notes of your numerous interviews, your informal observations with program staff, and your observations on campus you should be able to start "filling in the blanks" to the questions and issues posed both before and during the site visit.

That is, you should quite deliberately take your data and pair it with the list of issues (activities, points of view) jotted down earlier. In this way, the major foci of your evaluation and the resulting information will be placed together in one place. You can use this in your periodic updates of Team Members B and C, and for the purposes of writing your final report.

Preparing for the Exit Interview. After all data is collected, the whole OPR team will meet to compose a brief summary of findings and prepare formal recommendations for the exit interview.

Pre-Exit and Exit Interview. You, as Team Member A, will be responsible for discussing general findings and specific recommendations in both the pre-exit interview with the EOPS Director and the more formal exit Interview. Other team members may be called upon to comment on certain issues raised during their part of the evaluation.

Final Report Following Site Visit

Remember: The purpose of your efforts is to comment on the program's accomplishments. Specifically, you want to know--based on your observations and your interviews with staff and students--how the program is operating and how individuals experience it. In other terms, is it working "right", and is it making a difference in participants' lives? These may seem very elusive questions (as, indeed, they are), but if you have followed the steps discussed previously, you will have a great deal of material with which to answer these questions. Your task is not to come up with "facts and figures" about the program and its day-to-day operation, but rather to develop a sense of what the program is like for its participants. You must also recognize, however, that there may not be one way that the project "is" for its participants. People respond to the same set of circumstances in quite dissimilar ways. Part of what you must do is characterize any of these differing points of view, and give them a "voice" in the overall evaluation. When there is unanimity of feeling this, too, must be expressed.

- For the final report you should use the following outline:

1) Orientation: This is a brief overview which describes the site and the EOPS facilities and staff. It provides the context for the more specific issues raised by your analysis of the EOPS program application, the questionnaires, and the interviews. This section should be not more than one or two pages.

2) Methods Used in the Qualitative Evaluation: You may wish to use the appended form for this section of the report. You will need to fill in the relevant information as called for.

3) Findings: In this section you will want to list and characterize any patterns you found in your earlier analysis of the questionnaires. You will also want to specify any unique aspects of the program. Program strengths and limitations as seen by participants are also important, as are any disagreements you uncovered. What are the prevalent attitudes and perceptions of program participants?

--Try to be specific. If all participants are excited by the orientation procedures that EOPS has developed, so state. Similarly, if staff feel that counseling services are not reaching the right population, this should be mentioned as well as any suggestions of why this might be the case.

--Use your main questions identified during the site visit as the major sub-headings in this sections of the report.

--Use the interview and observation notes you have collected to frame a narrative which both summarizes those notes and addresses as thoroughly as possible the issues posed.

--Be sure to qualify your reports as necessary. For example, if your student interviews are almost exclusively with first-year students whose knowledge of the benefits of the program (you suspect) may necessarily be limited, be sure to so state.

--In your write-up, make an effort to use direct quotations from staff or students whom you interviewed, especially selecting quotations which epitomize a point of view or otherwise succinctly state what a number of people appear to be thinking.

--Above all, try to write objectively and fairly about what you have seen and been told.

FURTHER GUIDELINES FOR TEAM MEMBERS B & C

(Excerpted and Edited)

Introduction

As a college EOPS administrator (Team Member B), you can offer specific program-related experience that none of the other team members may possess. As Team Member C, a representative of the Chancellor's Office, you have particular knowledge of EOPS regulations and guidelines. You will both share responsibilities for examining program activities, comparing actual program results with planned objectives, and developing recommendations for improving program activities in the future.

Most of your duties take place during the site visit, but some pre-visit planning is required as well.

Preparation for the OPR

Approximately two weeks prior to the site visit, you will have opportunity to examine the Site Visit Packet and a "Guide to Using the OPR Site Visit Packet." Study them carefully. The Site Visit Packet will contain:

- Copies of pages from the college's EOPS program plan.
- OPR forms for recording your observations and comments.
- A form for written recommendation.

Read the program's activity descriptions and the output objectives and outcome objectives for each. You should be familiar with the program before you arrive on site.

During the Site Visit

You (Team Members B and C) share responsibility for the structured Program Activity Review of the program's activities. This will involve:

- Preliminary team meeting to review schedule, responsibilities, etc.
- Informal introduction to become acquainted with staff.
- Planning meeting with EOPS Director to review program data and to determine interview sources.
- Campus orientation with a tour of campus and introduction to college administrators.
- Interviews with students and staff to gather and record data.
- Team meetings to prepare final recommendations.
- Exit interviews with EOPS Director and college administrators.

Your duties with respect to each of these activities will be described in the next sections. Also, look at the site visit schedule that is included with the "OPR Handbook" to see how they fit together.

First, the EOPS Director will have scheduled an informal introduction and coffee hour (30 minutes) to provide you and the team with an opportunity to meet the EOPS staff and chat informally. This causal introduction to the program will give the team an opportunity to establish friendly contact with members of the staff. It is important that all three of the team members be recognized by program personnel, and this is an efficient and non-threatening way to accomplish this goal.

The next activity is a planning meeting with the EOPS Director. During this meeting the team and the Director will

review in detail the Student Population and Students by Component sections using Parts 1 and 2 of the OPR forms. (See "Guide to Using the OPR Site Visit Packet" for instruction on how to complete Parts 1 and 2.) The OPR team also will go through the program application with the Director to determine interview sources for each program component and activity. Remember, your responsibility during the OPR is to determine if each activity/ function has been accomplished, so you will want to specify in this meeting which staff members to interview to obtain this information. For some objectives, the EOPS Director will be the person who can provide you with the necessary information; for others, it may be other staff members, students, counselors, etc.

This part of the planning meeting might be conducted as follows:

- Describe your desire to interview those persons who have responsibility for, or are particularly knowledgeable about, the different activities.
- Review the Site Visit Packet page by page with the EOPS Director (Part 3).
- For each activity, determine where the information can be obtained and who would be the best person to discuss it with.
- Ask the Director to schedule interviews. (These arrangements might be made by the program secretary while the team is touring the campus.)

There is a lot of information to be obtained during the site visit, and careful scheduling will ensure that nothing is omitted. While you need not establish a rigid agenda for the entire site visit, it is better to schedule the important interviews in advance. This will ensure that all of the critical contacts are made.

After the planning meeting, the team should get together to assign interview tasks, dividing the responsibility between Team Members B and C. (Note: the first informational interview with EOPS Director should be conducted by both Team Members B and C.)

The next activity is a general campus orientation. All three team members participate in the orientation activities together. These include a tour of the campus, an introduction to and a short interview with the college president, seeing the EOPS facilities, etc.

While Team Member A begins his/her qualitative review, Team Members B and C begin to gather and record data. They first conduct a formal interview with the EOPS Director. Using the Site Visit Packet as a guide, the Director will be asked to provide information about all of the topics on which he/she was earlier identified as the most appropriate informant. For example, the Director will probably be the person who has the most information about the management component (100). Proceed through all program components discussing those items that are directly within the Director's knowledge. (A more thorough description of how to gather these data and how to record information will be found in the step-by-step "Guide to Using the Site Visit Packet." Reviewing this document carefully before the site visit takes place will make the data-gathering forms easier to use.)

After the EOPS Director interview has been completed, Team Members B and C continue to gather and record data by independently interviewing other staff members and students who have

information about program activities. You should be compiling information about students, staff, program activities, and accomplishments. You should also be recording information that helps to explain your observations and your thinking about suggestions for improvement. The interviews provide information about discrepancies between proposed and actual levels of service and offer useful insights into the way services have been delivered.

Remember that your interviews and observations should also touch on two other OPR concerns: staff allocations and student services by program component. As you talk with EOPS staff, ask about how they divide their time among their different program responsibilities and about the number of students served by each program component (estimates or, if available, specific figures). This information will provide the substance of Parts 3 and 4 of your Site Visit Packet. (The completion of these forms is discussed in detail in "Guide to Using the OPR Site Visit Packet.")

Finally, a second interview with the EOPS Director typically will be scheduled for Team Members B and C, for the late afternoon of the second day of the site visit (see Tentative Schedule). At this meeting you will complete any missing "pieces" of Part 4 (Staff Allocation). If time permits, you can also use this interview to discuss any other issues or concerns that have emerged in your interviews to that point.

Not all of the information that is necessary to complete the Site Visit Packet will be obtained from interviews. In addition to these, you will also examine records, review program

documents, and observe program activities and services as appropriate.

As the site visit continues, there should be formal and informal team meetings to share impressions, make adjustments in plans, and discuss tentative recommendations. These may occur during the evening or at lunch or early in the afternoon. The purpose of such meetings is to compare impressions, determine if there are significant discrepancies in team member observations, and suggest areas for more intensive review. For example, if you discover a significant discrepancy between planned level of counseling and the actual number of hours of counseling services that were provided, this might suggest that Team Member A take a broader look at the counseling component. Such meetings are important. Sharing insights and concerns early on will allow team members to redirect their attention into areas that warrant further scrutiny.

After the team members have completed their individual activities, you will meet to prepare formal recommendations for the exit interview. During this meeting, Team Members B and C should review the Site Visit Packet, page by page, discussing the data gathered. Tentative recommendations will be compiled into a single final list by Team Member A. The team should also prepare a one to two page written summary of your general impressions about the EOPS program. This brief narrative description will be included in the final OPR report, so all three team members should concur on what is included. It should summarize your general conclusions about the accomplishments of the program, its

areas of weakness, and any special circumstances that are worthy of note. Listing positive characteristics is important since it serves to reinforce the strengths of the EOPS program and complements the specific recommendations for improvement. This list of recommendations will also be included in the final report.

The last activity during the site visit is the exit interview. (This is typically preceded by a pre-exit interview with the Director.) At this time the team will share their general impressions and specific recommendations with the college president, the college administrator who supervises the EOPS Director, the EOPS Director him/herself, and other senior program staff at the Director's discretion. You may be called on to offer comments on certain topic areas that were delegated to you at the planning meeting.

Form C-1: Faculty/ Staff Tally by "Primary Area of Responsibility"

Faculty and College Staff:

Primary Area of Responsibility	Number of Respondents*
Math/ Science	
English/Language	
Vocational Education	
Health/Physical Education	
Social Science	
Fine Arts	
Student Services	
Administration	
Other	

EOPS Staff:

Primary Area of Responsibility	Number of Respondents*
Tutoring	
Counseling	
Administration	
Outreach	
Other	

* Are there sub-groups of staff apparently not represented in the set of questionnaires you received?

____ Yes ____ No

If "Yes", what sub-groups are not represented (or are under-represented)? _____

Form C-2: Student Tally by "Major Area of Study"

Major Area of Study	Number of Respondents*

* Are there sub-groups of students apparently not represented in the set of questionnaires you received"

____ Yes ____ No

If "Yes", what sub-groups are not represented (or are under-represented)? _____

Form C-3: Grid for Analyzing Faculty/Staff Questionnaire Responses

Respondents	Question# 1 In what ways do you feel the EOPS project has been of greatest benefit to students?	2a Describe one part of the EOPS project here that you feel works well	2b Why do you think it's effective?	3a Describe one part of the EOPS project here that is in need of improvement.	3b Why do you think it needs to be improved?
P.A.R.:* _____ Name: _____					
P.A.R.: _____ Name: _____					
P.A.R.: _____ Name: _____					
P.A.R.: _____ Name: _____					
P.A.R.: _____ Name: _____					
P.A.R.: _____ Name: _____					
P.A.R.: Name:					

*P.A.R. = Primary Area of Responsibility

Form C-4: Grid for Analyzing Student Questionnaire Responses

Respondents	Question # 1	2a	2b	3a	3b
	In what ways do you feel the EOPS project has been of greatest benefit to students?	Describe one part of the EOPS project here that you feel works particularly well.	Why do you think it's effective?	Describe one part of the EOPS project that is in need of improvement	Why do you think it needs to be improved?
M.A.S.* _____ Name: _____					
M.A.S. _____ Name _____					
M.A.S. _____ Name: _____					
M.A.S. _____ Name: _____					
M.A.S _____ Name: _____					
M.A.S. _____ Name: _____					
M.A.S. _____ Name: _____					

* M.A.S = Major Area of Study

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